

School Strategic Plan 2022-2026

Camelot Rise Primary School (5111)



Submitted for review by Matthew Coney (School Principal) on 02 December, 2022 at 08:34 AM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 08 December, 2022 at 10:24 AM
Endorsed by Kean Braybon (School Council President) on 19 December, 2022 at 01:44 PM

School Strategic Plan - 2022-2026

Camelot Rise Primary School (5111)

School vision	<p>Our vision is to be a connected community, learning, growing and achieving together.</p> <p>Camelot Rise Primary School is committed to continuous improvement that creates a happy and positive learning environment, thus enabling all students to reach their full potential. A team of dedicated staff offer a high quality curriculum utilising modern facilities, resources and a variety of Digital Technology devices. Camelot Rise Primary School has a strong focus on English and Mathematics across the school, resulting in excellent student achievement data. We are innovative in our approach to teaching and learning, promoting student voice and learner agency whilst meeting their educational and social/emotional needs.</p>
School values	<p>Our Values - Responsibility, Respect, and Resilience.</p> <p>All decision at school are based on what is best for the students.</p> <p>We surveyed the whole school community to seek their feedback in relation to our school values. The values of Responsibility, Respect, and Resilience were overwhelmingly chosen.</p> <p>These values are aligned with our School Wide Positive Behaviours initiative.</p> <p>These are displayed throughout the school and embed all of our actions.</p>
Context challenges	<p>Our current challenge is to continue to raise the already high level of student achievement to an even higher level. Our data sets are very strong in the majority of areas and we will continue to strive to improve on these already excellent results.</p> <p>We have many students performing 'above level' and we must continue to challenge, extend and engage these students.</p> <p>Our increasing student population is also creating an issue as we may be forced to use specialist areas as classrooms. This is something that we have to navigate and find ways to avoid.</p> <p>The introduction of PLC training will force the teachers to change their mindsets in relation to PLT / PLC meetings. Although this may be challenging for some members of staff, it will be beneficial for the students as they will be exposed to quality teaching at their point of need.</p> <p>One final challenge is to create and upskill our 'middle leaders' to help drive change across the school.</p>
Intent, rationale and focus	<p>To maximise student potential through building a desire for personal excellence, a high sense of self-worth and a love of learning.</p> <p>This is important as we see our role as providing learning opportunities for all students that engage them and develop their quest for knowledge and a desire to continue to learn and grow as they enter the next phase of their lives.</p>

	<p>We are prioritising teacher professional learning through the PLC training, developing data literacy skills and effective use of formative assessment.</p> <p>We will also look to develop Student Voice and Agency. This will be achieved through staff professional learning and teachers reflecting on their practice to ensure students have a say and direction in what they learn and why.</p> <p>School Wide Positive Behaviours and Respectful Relationships are two initiatives that we will be involved in over the course of the next Strategic Plan.</p> <p>We anticipate that the PLC training will be a wonderful initiative for our staff as this will help them reflect on their current practice. The skills they learn will ensure they use data more effectively and thus ensuring they teach to the point of need for all students.</p> <p>The introduction of a specialist STEM teacher will be a wonderful addition to the school and we see this staffing appointment will raise the profile of STEM and further engage our students, staff and parents in this curriculum area.</p>
--	--

School Strategic Plan - 2022-2026

Camelot Rise Primary School (5111)

Goal 1	To maximise learning growth and achievement for all students in Numeracy and Literacy.
Target 1.1	By 2026 increase the percentage of students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 32.5% using a four-year moving average (2017, 2018, 2019, 2021) to 35.75%• Writing from 30.5% using a four-year moving average (2017, 2018, 2019, 2021) to 33.5%• Numeracy from 35% using a four-year moving average (2017, 2018, 2019, 2021) to 38.5%
Target 1.2	By 2026 increase the percentage of students achieving in the top two NAPLAN bands in: <ul style="list-style-type: none">• Year 3 Reading from 79.5% using a four-year moving average (2017, 2018, 2019, 2021) to 87.4%• Year 3 Writing from 72.2% using a four-year moving average (2017, 2018, 2019, 2021) to 79.4%• Year 3 Numeracy from 80.2% using a four-year moving average (2017, 2018, 2019, 2021) to 88.2%• Year 5 Reading from 62% using a four-year moving average (2017, 2018, 2019, 2021) to 68.2%• Year 5 Writing from 31% using a four-year moving average (2017, 2018, 2019, 2021) to 37%• Year 5 Numeracy from 64.7% using a four-year moving average (2017, 2018, 2019, 2021) to 71.1%
Target 1.3	By 2026 increase the percentage of students across the school Prep–Year 6 achieving above the expected level in teacher judgement based on triangulated, norm referenced standards–based data sets in: <ul style="list-style-type: none">• Reading from 55.5% using a four-year moving average (2018, 2019, 2020, 2021) to 61.5%• Writing from 36.25% using a four-year moving average (2018, 2019, 2020, 2021) to 41%• Speaking and listening from 29.5% using a four-year moving average (2018, 2019, 2020, 2021) to 32.45%

	<ul style="list-style-type: none"> • Number and Algebra from 55.25% using a four-year moving average (2018, 2019, 2020, 2021) to 60.7%
Target 1.4	<p>By 2026 increase the percentage of positive endorsement in School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 63.7% using a four-year moving average (2018, 2019, 2020, 2021) to 70% • Skills to measure impact from 73% using a four-year moving average (2018, 2019, 2020, 2021) to 80.3%
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	Build the capability of staff to collaborate and analyse data to ensure differentiation and to inform teacher judgements.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement the school's PLC approach for collaborative inquiry, utilising data to plan for teaching.
Goal 2	To empower students to be agents in their own learning.
Target 2.1	<p>By 2026, increase the percent positive response score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 69% using a three-year moving average (2018, 2019, 2021) to 76% • Motivation and interest from 82% using a three-year moving average (2018, 2019, 2021) to 90% • Sense of confidence from 81% using a three-year moving average (2018, 2019, 2021) to 89%

Target 2.2	<p>By 2026, increase the percentage of positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 53% using a four-year moving average (2018, 2019, 2020, 2021) to 58% • Use student feedback to improve practice from 67% using a four-year moving average (2018, 2019, 2020, 2021) to 73%
Target 2.3	<p>By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student agency and voice from 74% using a four-year moving average (2018, 2019, 2020, 2021) to 81% • Student motivation and support from 72% using a four-year moving average (2018, 2019, 2020, 2021) to 79%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To develop and implement a whole school strategy for students to monitor their own learning goals and track progress.
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	To develop a common understanding of student agency.
Goal 3	To improve engagement and wellbeing for all.
Target 3.1	<p>By 2026 increase the percent positive response score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 73% using a three-year moving average (2018, 2019, 2021) to 80% • Sense of connectedness from 79.6% using a three-year moving average (2018, 2019, 2021) to 87%

	<ul style="list-style-type: none"> Managing bullying from 75% using a three-year moving average (2018, 2019, 2021) to 82%
Target 3.2	<p>By 2026 increase the percentage of positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> Seek feedback to improve practice from 61% using a four-year moving average (2018, 2019, 2020, 2021) to 67% Flexibility from 63% using a three-year moving average (2017, 2019, 2021) to 70% Staff professional safety from 66% using a three-year moving average (2017, 2019, 2021) to 72%
Target 3.3	<p>By 2026 increase the percentage of positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> Not experiencing bullying from 71.7% using a four-year moving average (2018, 2019, 2020, 2021) to 79% Parent participation and involvement from 73% using a four-year moving average (2018, 2019, 2020, 2021) to 81% Teacher communication from 64% using a four-year moving average (2018, 2019, 2020, 2021) to 70%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To further develop purposeful partnerships with parents and carers to promote student engagement.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To enrich the learning climate that promotes challenge, engagement and curiosity.

