

Campmeadows Primary School

School Strategic Plan

2006–2009

Part 1– School Profile

Purpose:

To provide a caring learning environment where achievement is promoted and students are supported and challenged in an atmosphere of respect and co-operation.

To involve the school community in planning and decision making that accounts for the wellbeing and success of all learners.

The school motto is “Education with Care”.

Values:

The school values are in line with those outlined in the “You Can Do It” Student Resilience program practised throughout the Network. They are summarised as:-

Organisation: to set goals and targets, to manage time and to use the correct equipment for learning,

Persistence: to understand that sustained effort results in successful learning,

Getting Along: to demonstrate respect for each other and our environment,

Confidence: to approach the new or difficult with courage, and

Knowledge: to acquire knowledge, skills, values and attitudes.

All students, teachers and parents are encouraged to achieve their personal best in all that they do in an environment that promotes and celebrates success in a challenging yet supportive framework.

Environmental Context:

Social – Community and Demographics

The strengths of the school are involved with several key facts. Firstly its size, Campmeadows is a small school. Secondly, the staff, is made up of experienced teachers in on-going positions who collectively share a vast experience in education. The staff has been happy to remain at Campmeadows and glean much pleasure from the successes they afford its community. The school enjoys its pivotal role in the community.

Many families currently enrolled have personal history with Campmeadows as past students. This is complimentary to the school. Many families bring children to our school from outside the catchment zone; this indicates that our families are making specific educational choices for their children.

The student population at Campmeadows Primary School No. 4833 has been steadily declining in line with the generic population decline in the southern part of the city of Hume, at the end of 2004 there were approximately 140 students enrolled. The school is located in southern Broadmeadows in the heart of an old Ministry of Housing estate. There is diversity in the school’s population, socio-economic and ethnic backgrounds and approximately 45% of students speak English as a second language. Many cultures are represented in the school population, the majority of who speak Arabic as their first language.

Campmeadows is a school with historically high levels of student absenteeism. In the past few years the school has taken part in Network activities to measure and define the types of student absences. The school has completed a strategy plan designed to reverse this behaviour. In 2004 two senior staff took part in Northern Region P.D. to enhance the school's understanding of the issues and to learn best practice in order to attend to probable improvements.

Environmental – Grounds and Facilities

Parent Opinion of the physical environment is poor Families are very dissatisfied with the school resources and facilities (4.82 compared with a state mean of 5.30). The school is a two-winged LTC that is in excess of the facilities schedule. The building is suffering disrepair, poor supply of utilities and the effects of age and weather upon the roof. The main building has been reblocked partially and the toilets are being upgraded. When these building works are completed late in 2005, parent satisfaction in regard to facilities and safety will be improved. A project for 2006 will be to attend to the asphalt playing surfaces.

Campmeadows is a member school of the *Broadmeadows Schools Project*. To date the School Council has agreed to create an amalgamation between itself and Meadowbank P.S. in a new facility on a neutral site. 2006 will be a year devoted to the planning of this event.

Educational

The school takes an active role within several professional clusters within the Broadmeadows Network, particularly the Innovations and Excellence Cluster (Glenroy) and the AGQTP cluster (Broadmeadows). The school is also involved with the Best Start project for children Birth to 8 years. This section of Broadmeadows is the focus of the whole-of-government Broadmeadows Urban Renewal Project. Staff review and professional development programs reflect this change in the Learning Environment. The dedicated teaching and support staffs deliver curriculum and other school services with maximum effect. School Compact and SLR results reflect this achievement.

The school will introduce the VELS and new reporting arrangements in 2006.

The school will begin the processes of moving towards full accreditation.

The future directs a pathway of collaborative and strategic planning with Meadowbank P.S. as the two schools enter the first phase of enhanced educational provision through the amalgamation of the two schools. The description of a shared educational ethos, the articulation of shared pedagogies and the demonstration of "community" will be at the fore of mutual professional dialogue.

Technological

All classrooms are equipped with computers to meet the ratio of 1:5 for student use. The school library is fully automated and there are additional work stations housed there for student access. The staff room has a "multimedia" computer for the processing of visual data. All teachers have lap tops and the school has a wireless network. Teachers make use of a range of complimentary peripherals in their delivery of curriculum. The school houses the "Community I.T. Hub" for adult learners.

We will continue to upgrade IT stock with a review of the learning space in relation to the increasing use of technology in the classrooms.

Part 2 – Strategic Intent

Student Learning Outcomes

Goal: To maintain the current learning area goal of the improvement in teaching and learning of literacy and numeracy.

The development of a whole school learning and teaching policy could be a team building project for teachers and would articulate what the school values in this area and what it means in practice for teachers, students and parents. This could be a second Key Improvement Strategy. This project could be undertaken in Year 2 of the Strategic Plan when teachers have undertaken further professional development in teaching and learning.

Targets:

- At least 60% of the 2004 Year 2 cohort to achieve the VELS equivalent of ‘established’ or above at Level 4 in Year 6, 2008 in Reading and 50% in Writing.
- Text level results to be at or above the Like School Group mean for Year 1 in 2006.
- At least 0.9 of a level growth for the matched group Year 3, 2006 to Year 5 2008 in AIM Reading, Writing, Number and Mathematics.
- At least 0.9 of a level growth for each cohort over two years, 2006-2008, for each strand of English and Mathematics.
- At least 55% of the 2004 Year 2 cohort to achieve the VELS equivalent of ‘established’ or above by Year 6 2008 in Number.
- Also included would be the I & E Cluster’s targets for 2006 – *every Middle Years Learner will set challenging goals for themselves by 2006.*

Student Engagement and Wellbeing

Goal: To provide a safe learning environment that provides a range of opportunities for students to be engaged and to develop personally, socially and physically.

This will involve the full implementation of the school attendance policy and procedures.

Targets:

- A decrease in the school P-6 average absence per student to at least 14.0 by 2008.
- A decrease in absences for targeted students by 2007.
- A reduction in the number of absences per student in P-2 and Year 6 by 2008.
- A decrease in the rate of absences for boys as compared to girls.
- A decrease in classroom and general behaviour incidents, particularly involving boys in Years 3-6.

Student Pathways and Transitions

Goal: The maximisation of educational opportunities for all students at different stages of transition.

Targets:

- To maintain the current effective kinder to Prep transition program
- To maintain links with the Secondary Colleges in the network in particular with the I & E cluster college (Box Forest).
- To develop a “Welcome Pack” of information for all new students.
- To devise practices and protocols for the affective/effective assimilation of new students at any stage of schooling.

Key Improvement Strategies:

Improvement strategies for the Student Learning Goal could include:

- The accurate identification of higher achievers and the development of individual learning plans that would allow these students to be appropriately challenged and extended.
- A focus on the adequate provision of additional assistance for students 'at risk' in both Literacy and Numeracy through the development of a whole school strategy.
- The continual analysis of student achievements across a range of assessments tools and moderation between teachers within and across Year levels.
- An audit of existing Writing practices followed by working with regional School Improvement Officer.
- The development of a Writing continuum or the use of the First Steps continuum.
- The development of a set of work for students spending extended time overseas. This could include an expectation that some work will be sent back to the school during the break.
- Further develop the Performance and Development Culture to include improved and structured communication/meeting processes which are regularly articulated and more regular feedback processes for all staff members. This could also include professional development to strengthen the leadership team.
- Use the expertise within the school to hold in-school professional development sessions for all teachers relating to teaching and learning, literacy and numeracy.
- Continuation of I & E cluster aims to improve Numeracy levels in Years 5/6.

* In order to achieve this goal, and subsequent targets, we deliberately designed teaching teams that had a shared purpose to seek out good teaching practice in collaborative teacher learning through targeted Professional Development. Indeed to maintain and increase student achievement through a staff focus on learning and teaching strategies across all KLA's.

* We also promoted more open learning relationships between teachers, students and parents. We aimed to establish ways for students to take more control of their learning.

* The Program Budget Teams organised the provision of resource support to all KLA's, but with particular attention to Literacy and Numeracy.

To focus on the maintenance of comprehensive practices already established at the school.

Part 3 – Signatures

SIGNED by the Principal

Name Barbara Hinsley (acting)

Date / /

SIGNED by the School Council President

Name Kylie Sparrow

Date / /

SIGNED by the Regional Director (or nominee)

Name Wayne Craig / Peter Enright (SEO)

Date / /