

Carlisle River Primary School 3497

Strategic Plan 2018- 2021

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Jeff Douma [date]	.....[name].....	[date]	.....[name].....	[date]
School council:	Nick Lucas [date]	.....[name].....	[date]	.....[name].....	[date]
Delegate of the Secretary:	Brendan Bush [date]	.....[name].....	[date]	.....[name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>“Achieve your Goals” To create an educational environment which enables every student to achieve their personal learning goals</p>	<p>“Nobody gives of their best unless they feel valued and wanted – so that is where our educational philosophy begins at Carlisle River Primary School”</p>	<p>Social – community and demographics Located in a farming community with a fluctuating pupil enrolment due to mobile employment situations. In recent years, farms have been expanding resulting in fewer families living in the area. Approximately 30% of students are from local farms with the remaining either travelling to access the school or utilizing the cheap housing available locally. Forward prediction indicate that student numbers should remain between 8-12. Have an extremely dedicated, talented and professional staff team, with the principal having been at the school for a significant number of years Links with the whole community e.g. CFA, Land Care etc. The school has excellent facilities and is set in well maintained grounds The school’s student family occupation (SFO) is currently 0.833 The recent trend has seen the SFO increase and indications are that this will continue.</p>	<p>Improving teaching and learning is a key focus in the schools improvement agenda with an emphasis on making students central to their learning.</p> <p>The school has identified the following priorities:</p> <ul style="list-style-type: none"> – Giving more voice to students with respect to the curriculum and their learning (what, when and how they want to learn) – Investigating, implementing and embedding a variety of pedagogical practices. – building of capacity for teachers based on student achievement data and growth, with further development of moderation and differentiation for personalising student learning

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><u>Achievement:</u> To improve the learning growth and achievement of every student.</p>	<p><i>Excellence in teaching and learning</i> Building practice excellence</p>	<p>1. Embed a whole school approach to the use of data and evidence to track the progress of every student to inform action for each student. 2. Build the teacher capacity to improve student outcomes through structured professional learning. 3. Develop a sound, documented guaranteed and viable curriculum.</p>	<p>1. Each student to show at least one year’s growth in literacy and numeracy every year. 2. Over the period of the new strategic plan increasing number of students deemed capable to show medium or high relative growth.</p>
<p><u>Engagement:</u> To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.</p>	<p><i>Professional leadership</i> Building leadership teams</p>	<p>1. Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards. 2. Implement a ‘follow-up’ process (for those students with more than two days absent) as part of the attendance policy. *(as small schools don’t receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.</p>	<p>1. All students to demonstrate their progression through the standards in “critical and creative thinking” matrix*. 2. Student attendance data is to be at or below the state mean for the 4-year period.</p>
<p><u>Wellbeing:</u> To develop resilient students who display behaviours and attitudes that reflect the school values.</p>	<p><i>Community engagement in learning</i> Parents and carers as partners</p>	<p>1. To implement the “respectful relationships” program. 2. Continue to build upon the communication and partnerships with parents and the wider community.</p>	<p>1. All students to be at or above the state mean in the areas of safety, peer relationships and student morale. (*using the school based Attitudes to School Survey) 2.The Parent Opinion Survey data for student safety to be at or above the state mean.</p>