CHARLES WESTON SCHOOL
Coombs

2017-2019 Strategic Plan
South Weston Network

Endorsement by School Principal

Name: Kate McMahon

Signed _(signature)_   Date: 29. 3. 2017

Endorsement by School Board Chair

Name: Tim Mansfield

Signed _(signature)_   Date: 30. 3. 2017

Endorsement by School Network Leader

Name: Wayne Prowse

Signed _Wayne Prowse_   Date: _10/4/2017._

School Profile

Charles Weston School – Coombs is the first school built in the Molonglo Valley. Our school caters for all students from preschool to year 6 who live in the Molonglo Valley. Our school has been designed to allow for contemporary teaching practices with flexible teaching spaces. Our school works with families and community members to ensure that we create a learning community that values innovation and creativity. We strive to develop ethical and compassionate individuals who are prepared for the challenges and opportunities they will face as citizens in a globally connected and changing world. Our school values of; having a growth mindset, showing respect, being organised and practising wellbeing inform our daily practices and procedures through our positive behaviours for learning approach.

Since we commenced in 2016 we have used the National School Improvement Tool as a valuable form of self-assessment and will continue to monitor our progress through this tool. We have collected student performance data using a range of assessment (PAT, NAPLAN, PIPS, OLAs), and use stakeholder perception data (National School Surveys, and school based surveys) and the National Safe Schools Framework to both ascertain priorities and monitor progress.

Our initial strategic plan has been built upon our implementation plan whose key components included: building, developing and connecting with the community, developing a robust and engaging curriculum and pedagogical framework, and developing systems to allow for continual improvement as a focus on all that we do at Charles Weston. Our goal for our new strategic plan is have built a strong community that values our commitment to learning and wellbeing; enabling all members feel connected, valued and that they are achieving. Note that this is a three year plan to allow for a school review to provided feedback once systems and practices have been established.

Teaching and learning
Strategic Priority 1: Develop and sustain a collaborative teaching and learning culture with high expectations of success for all students.
Student outcomes to be achieved:
- Increased growth in students' performance in literacy and numeracy over time.
- A whole school approach to intervention and enrichment that responds to the learning needs of all students.
- Consistent practices for teaching literacy and numeracy across the school.
- Consistent use of assessment practices that inform teaching and learning.

Targets:
While target setting in a new school with extremely diverse and growing enrolments is particularly problematic, based on current data our targets are aspirational. By the end of 2019 the school will achieve:
- Achieve the ACT education directorate NAPLAN mean score in reading and numeracy.
- Percentage of students demonstrating at or above expected growth (years 3-5) in reading and numeracy.
- Increase the percentage of students making expected or greater than expected growth in PIPs reading from 40% in 2016 to 65% in 2019.
- 75% of students ILP (Individual learning plans) and TIPS (Targeted intervention plans) learning goals achieved (which indicates a balance between aspiration and practicality in ILPs).
- 85% of parents agree/strongly agree that they are *satisfied with their child's education at this school* from the 2016 baseline of 84%.
- 90% of teachers agree/strongly agree that *Teachers at this school use results from system testing and system processes to inform planning* from the 2016 baseline of 88%.

National Quality Standard Area covered by this priority
- QA1 Education Program and Practice
- QA2 Children's health and safety

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Develop our Charles Weston School based inquiry	2018 complete creation of inquiry units P-6 on Rubicon Atlas. Develop literacy and numeracy	Leadership team School improvement team Teaching teams	Team release weekly dedicated to planning. Professional learning for all teachers: concept based	School based curriculum developed on ATLAS and aligned to Australian Curriculum. Literacy and numeracy units aligned to inquiry units where applicable.

curriculum.	plans aligned to inquiry units. Explore the use of ABLES to provide curriculum content for tier 3 students.	Student Achievement team	curriculum , teaching EALD students, differentiation.	ABLES curriculum review completed. The proportion of staff who rate the school as high or outstanding on the NSIT domain 6 exceeds 80% *systematic curriculum delivery.*
Embed effective pedagogical practices.	2017 develop consistent practices for teaching reading and number · 2018 develop consistent practices for teaching writing and maths strands 2017- 2019 coaching/mentoring for all staff aligned to standards and differentiated.	Leadership team School improvement team	Professional learning - reading PANL program in 2017 Coaching &/or mentoring professional learning for teachers. Professional learning - EALD	The proportion of within school matched students achieving expected growth in NAPLAN. The proportion of students who achieve expected growth and above in PIPs reading and numeracy based over a three year average. The proportion of staff who rate the school as high or outstanding on the NSIT domain 4 *expert teaching team* and domain 8 *effective pedagogical practices.*
Develop a culture of analysis and discussion of data to inform teaching and learning.	2017 professional learning to increase teacher's data analysis skills. 2018 fully use the of data collection component of using the Schools Administration System.	Leadership team School improvement team SAS implementation team	SAS (trail school in 2017-2018)	SAS used by all staff for data collection and analysis. Data discussions are held on a regular basis during planning sessions and whole school staff meetings. Proportion of teachers who agree/strongly agree that *teachers at this school use results from system testing and system processes to inform planning.* The proportion of staff who rate the school as high or outstanding on the NSIT domain 1 *an explicit improvement agenda* and domain 2 *analysis and discussion of data.*

Differentiate teaching and learning to meet the needs of all students.	2017 Professional learning focussing on meeting the needs of EALD learners. 2017 Student Achievement team identification of tier 2 and 3 students. 2018 Professional learning on pedagogy that supports planning for differentiation (core, enabling and extending) 2017 - 2019 Use of student data to ensure targeted differentiation.			The proportion of staff who rate the school as high or outstanding on the NSIT domain 7 *differentiated teaching and learning.* Evidence in planning documentation that differentiation has occurred (core, enabling and extending prompts)

School Culture

Strategic Priority 2: Create and foster a positive and welcoming school culture

Student outcomes to be achieved:
- All members of the school community understand our school GROW expectations
- All students and staff consistently demonstrate our school GROW expectations
- All students and staff have opportunities to develop their skills, interests and talents
- All members of the school community feel connected and engaged

Targets:
While target setting in a new school with extremely diverse and growing enrolments is particularly problematic, based on current data our targets are aspirational. By the end of 2019 the school will achieve: · , ,
- All components of Kidsmatter have been completed and visibly actioned in all classes evidenced by staff survey and learning walks.
- 96% of students agree/strongly agree that *my school gives me opportunities to do interesting things* from the 2016 baseline of 96%.
- 95% of students agree/strongly agree that *I feel safe at my school.*from the 2016 baseline of 91%.
- 85% of parents agree/strongly agree that *community partnerships are valued and maintained* from the 2016 baseline of 80%.
- 90% of parents agree/strongly agree that *This school takes parents' opinions seriously.*from the 2016 baseline of 85%.

National Quality Standard Area covered by this priority

- QA 5 Relationships with children
- QA 6 Collaborative partnerships with families and communities

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Embed Positive Behaviours for Learning.	2017 Launch PBL 2018 Fully implement classroom components 2019 complete all elements of the PBL action plan	PBL team All staff	PBL budget Professional learning for all staff Professional learning for PBL internal coaches.	PBL successfully launched All measures on PBL SAS completed PBL action plan items completed The proportion of staff who rate the school as high or outstanding on the NSIT domain 3 *a*

				culture that promotes learning.
Embed Kidsmatter at CWSC	2017 complete components 2 2018 complete components 3 2019 complete component 4.	Leadership team Student achievement team Kidsmatter team School improvement team School Psychologist	Kidsmatter Professional Learning provided by the Kidsmatter team P&C to provide opportunities for parent information sessions. School Psychologist and NSET to provide support for students during component 4.	Kidsmatter components completed. The proportion of staff who rate the school as high or outstanding on the NSIT domain 3 *a culture that promotes learning* and domain 9 *school - community partnerships.* Proportion of students who agree/strongly agree that *I feel safe at my school.* Proportion of students who agree/strongly agree that *I like being at school.*
Facilitate enrichment opportunities for students, staff and the in-school community and broader Molonglo community.	2017 Embed Passions and pursuits program. 2018 Schedule enrichment opportunities a for students across the year. 2017-2019 Engage staff in self selected passions projects/action research. 2017 - 2019 Engage parents and community members in supporting students in enrichment activities and inquiry unit expertise. 2017 - 2019 School Parliament operational and increasing involvement in school decision making.	Leadership team School improvement team All teachers	Professional development fund. Allocated time for Passions and Pursuits, competitions and extracurricular opportunities.	Proportion of students who agree/strongly agree that *my school gives me opportunities to do interesting things.* Number of teachers participating in passions projects/action research. Number of parents and community members who participate in activities at school. Completed and published schedule of enrichment opportunities. The proportion of staff and parents who rate the school as high or outstanding on the NSIT domain 7 *Differentiated teaching and learning* and domain 9 *School-community partnerships.*
Develop and use	Continue to develop the	Leadership team	Seesaw as a reporting and	The proportion of staff and parents who rate

communication structures to connect parents and the community to the school and ensure effective reporting mechanisms.	use of Seesaw as an engagement and reporting tool. Expand the use of video sharing to support parents understanding of school practices via our website.	ICT team School Parliament All teachers	engagement tool.	the school as high or outstanding on the NSIT domain 4 *expert teaching team* and domain 9 *school-community partnerships.* Proportion of parents who agree/strongly agree that *community partnerships are valued and maintained.* Proportion of parents who agree/strongly agree that t*he school takes parents' opinions seriously.*