

Caroline Chisholm School

Tuggeranong



School Strategic Plan 2025-2029

Our vision, mission and values

Vision

Caroline Chisholm School champions excellence in our community, enabling all learners to rise to the challenges of a changing world.

Mission

Caroline Chisholm School collaborates P - 10 to deliver holistic learning experiences for students, staff, families and our community.

Values

- Responsibility
- Respect
- Perseverance

Our improvement priorities

Priority 1: Improve student outcomes in numeracy.

The statement below details our vision for how this priority will impact student outcomes.

- Students will foster a positive disposition towards mathematics.
- Students will develop proficiency and fluency with the four basic operations.
- Students will understand links and relationships between mathematics and other disciplines.
- Students will develop the numeracy capabilities that they need in their personal, work and lives beyond school.
- Students will benefit from differentiated, explicit and guided teaching.
- Students will benefit from Professional Learning Communities (PLCs) that are utilised as a forum to discuss student learning data and inform planning.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase the percentage of year 9 students in the <i>Strong</i> proficiency level in NAPLAN Numeracy to 54%.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN School Overview.	Baseline data of 26% was determined by averaging the percentage of students in the <i>Strong</i> proficiency levels in NAPLAN Numeracy from 2023 – 2025.
Increase the percentage of year 7 students in the <i>Strong</i> proficiency level in NAPLAN Numeracy to 54%.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN School Overview.	Baseline data of 37% was determined by averaging the percentage of students in the <i>Strong</i> proficiency level in NAPLAN Numeracy from 2023 – 2025.
Increase the percentage of year 5 students in the <i>Exceeding</i> proficiency level in NAPLAN Numeracy to 20%.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN School Overview.	Baseline data of 5% was determined by averaging the percentage of students in the <i>Exceeding</i> proficiency levels in NAPLAN Numeracy from 2023 – 2025.
Decrease the number of year 3 students in the <i>Needs Additional Support</i> proficiency level in NAPLAN Numeracy.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN School Overview.	Baseline data of 11% was determined by averaging the percentage of students in the <i>Needs Additional Support</i> proficiency levels in NAPLAN Numeracy from 2023 – 2025.

Perception data

Target or measure	Source	Starting point
Increase the percentage of students who a) have a positive disposition toward mathematics, b) understand the link and relationships between mathematics and other disciplines and c) receive differentiated, explicit and guided teaching.	School-based student survey	Baseline to be determined by the end of semester 1, 2025.
Increase the percentage of teachers who are confident to demonstrate the links and relationships between mathematics and other disciplines.	School-based teacher survey	Baseline to be determined by the end of semester 1, 2025.

School process data

Target or measure	Source	Starting point
Average increase from ‘emerging’ to ‘embedding’ in <i>Data used to focus and drive collaborative improvement and evaluate impact on learning</i> in all Professional Learning Communities.	Self-evaluation against the ACT Education Directorate’s Professional Learning Community Maturity Matrix.	Baseline to be determined in term 3, 2025.
Increase the average proficiency level of teachers to use effective teaching strategies to improve students’ numeracy achievement.	School-based classroom observations based on the Classroom Practice Continuum of the AITSL standard <i>2.5 Literacy and numeracy strategies</i> (1= Beginning, 2= Proficient, 3 = Highly accomplished, 4 = Lead).	Baseline to be determined in term 3, 2025.
Improve teachers’ explicit instruction practice, with a focus on scaffolding.	School-based classroom observations based on AERO’s Explicit Instruction Rubric.	Baseline to be determined in semester 2, 2025.

Our key improvement strategies

- Strategy 1:** Establish and embed a shared vision for teaching and learning (Universal Design for Learning (UDL), Professional Learning Communities (PLC) and the Ten Essential Skills at CCS.
- Strategy 2:** Develop all teacher’s capabilities to apply knowledge and understanding of effective teaching strategies to support numeracy achievement.

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and School Board.

Principal

Name: Julie Dixon

Date: 24/07/2025

Executive Education Leader

Name: Steve Collins

Date: 28/07/2025

School Board

Members of School Board	<ul style="list-style-type: none">• Troy Goodale• Heidi McDonald• Candice van Poppel• Lillian Palmer• Isaiah Johnson• Joel Darrington• Jayne Campbell
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Date: 04/08/2025