



Charnwood-Dunlop School Strategic Plan 2016-2020 Belconnen Network

Endorsement by School Principal

Name: Debbie Martens

Signed

Date:

31.5.2016

Endorsement by School Board Chair

Name: Angela Staples

Signed

Date:

1.6.2016

Endorsement by School Network Leader

Name: Stephen Gwilliam

Signed

Date:

31.5.16

School Profile

Charnwood-Dunlop School is an ACT government school situated in the suburb of Charnwood. Opened as Charnwood Primary School in 1975 the school changed its name in 2008 to Charnwood-Dunlop School to better reflect the school's catchment area. Students who attend the school come from Charnwood and Dunlop and the surrounding suburbs including Flynn. The school has a current enrolment of 342, Preschool to Year 6. The Belconnen Primary Introductory English Centre (BPIEC) is located on the Charnwood-Dunlop School site. The Centre offers intensive English for non-English speaking primary school students and prepares them for entry into mainstream ACT schools. Enrolment in the BPIEC is continuous, with most students completing two terms before a supported transition to their local school.

In 2015 the school celebrated its 40th birthday with a well-attended school community festival, which reflected the inclusive and diverse community and learning environment of the school. The festival featured multi-cultural food stalls, local musical and dance performances, gifts for sale such as terrariums and wooden chopping boards made by the students, student photographic displays inspired by our 2015 Artist in School, Sean Davey and memorabilia collected and displayed by our staff and P & C., including a time capsule buried in the year 2000.

Our school vision is: 'Together as a community of staff, students and families we will create a safe and encouraging learning environment where wonder and curiosity are nurtured and every child is empowered to reach their full potential. We will value diversity and build respectful relationships through effective communication'. The school values of respect, excellence, acceptance, commitment and honesty (REACH) underpin our well-being and engagement policy. In 2015 we began implementing a well-researched Positive Behaviour for Learning (PBL) approach, which we will embed and launch in 2016.

In 2015 an external panel validated the school. Evidence including system and school-based student assessment data, professional learning team meeting records, and system and school-based data from staff, parent and student surveys was collected and analysed to inform the self-assessment of the current reality of the school. Staff evaluated school performance using the National School Improvement Tool and National Safe Schools Audit Tool. Areas identified for improvement are reflected in this strategic plan. Parents were involved in forums and surveys during validation to express their views on school performance and recommendations for future school improvement. Student voice is included in the direction of the school through the leadership program of our School Parliament, and members of the School Parliament were interviewed by the school validation panel that commended strong student voice as providing an authentic and educational method for students to contribute and be part of their school.

The school improvement plan is reviewed every year through the Annual Action Plan AAP and report (formerly the Annual Operating Plan). This review includes input from staff through scheduled staff, professional learning team and executive meetings. Parent input is encouraged through newsletters and School Board meetings.

Strategic Priority 1: Improve student outcomes in literacy and numeracy through embedding a culture of data analysis and building teacher expertise.

Outcomes to be achieved:

There is a higher percentage of students making expected or better than expected growth as measured by PIPS, NAPLAN and school-based assessments.

Targets

By the end of 2020 the school will achieve:

- Proportion of within matched students who make expected or better than expected growth in NAPLAN tests in Year 5 improves by 5% points annually.
- Proportion of students in the top two bands of NAPLAN reading and maths (Years 3 and 5) increases by 2% points annually
- Proportion of students in the bottom two bands of NAPLAN reading and maths (Year 3 and 5) decreases by 2% points annually
- The proportion of students who achieve expected growth or better in PIPS Reading and Numeracy increases by 2% points as an average over the last 5 years.
- Proportion of students who reach reading benchmarks in PM reading (K-2) and PROBE (3-6) improves by 5 % points annually
- Proportion of students who improve by 1 stanine or better annually in PAT Maths (Years 3-6)
- Proportion of staff, students and parents who agree that students are getting a good education at CDS improves by 2% points annually in the school satisfaction survey.

| Key Improvement Strategy 1 | Key Performance Indicators |
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| Implement effective pedagogical practices: Implement a school wide research based Professional Learning Community (PLC) approach. | Proportion of staff who indicate they are confident about their knowledge about and implementation of a PLC approach |
| | Proportion of staff who indicate they are committed and feel valued as part of the Strategic Action teams that inform the school strategic vision and plan |
| Implement effective pedagogical practices: Provide clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required and timely feedback to guide student action | Proportion of students who indicate they get effective feedback about their learning through learning walks and talks and using the AITSL standards. |
| | Proportion of students who demonstrate improvement through support programs such as ABC Cafe |
| | Proportion of staff, students and parents who indicate that the school has high expectations for all students. |
| Key Improvement Strategy 2 | |
| Develop an expert teaching team: Embed a strategic approach to induction that promotes and sustains the development of an expert teaching team. | Proportion of staff who indicate they are more confident with school-based approaches on the expertise register |
| | Proportion of new staff who indicate they are satisfied with the induction program |
| Develop an expert teaching team: In team meetings there is an emphasis on joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review effectiveness of lessons.. | Proportion of students who are improving as a result of analysis of work and improved teaching strategy partnerships |
| | Proportion of staff who indicate that they participate effectively in collaborative teaching including visiting classrooms, observing colleagues, sharing and receiving feedback on their practice. |

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| Develop an expert teaching team: Provide a documented professional learning plan to build teacher capacity aligned with: 1. the identified needs of the students based on outcomes data and 2. teachers identified goals based on their professional pathways aligned with teacher professional standards | Proportion of staff who agree they receive useful feedback about their work |
| | Proportion of staff committed to their own professional learning aligned with the school strategic plan and their professional pathways goals. |
| | A documented school professional learning plan is in place based on data gathered from the register of expertise. |
| Key Improvement Strategy 3 | Key Performance Indicators |
| Embed a culture of data analysis and discussion to inform teaching: Whole school and system data is systematically collected, discussed and analysed to inform teaching practice and communicate on individual student and class performance and progress including comparison of pre and post test results. | Proportion of staff who indicate they are more confident with using data to inform teaching practice |
| | Proportion of staff who use data and student work regularly to reflect on and improve student learning |
| | Proportion of time allocated to data analysis as measured by PLT meeting minutes. |
| Key Improvement Strategy 4 | Key Performance Indicators |
| Systematic curriculum delivery: Develop a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum and refined collaboratively to provide a shared vision for curriculum practice. | Proportion of staff who express satisfaction with the school curriculum plan |
| | Evidence of clear and consistent documented plans aligned with the school and Australian Curriculum used by all teachers |
| | Evidence of clear alignment between evidence –based teaching practices, assessment and reporting |
| | Proportion of parents who express satisfaction with the communication of curriculum plans |
| | Proportion of students who are aware of the curriculum plans in place at the school |
| Key Improvement Strategy 5 | |
| Targeted use of school resources: Establish a school-wide process for identifying specific student learning needs, particularly including systematic assessment and analysis which is shared across year levels. | Proportion of staff, students and parents who are satisfied their child/ren are getting a good education and are supported in their learning at school. |
| | Proportion of staff and parents who agree that students with additional needs, including G & T and special needs are identified effectively and are well supported and/or extended at the school |

National Quality Standard Area covered by this priority

NQS 1: Educational program and practice

Strategic Priority 2: **Develop a culture that promotes learning for all through Positive Behaviours for Learning (PBL)**

Outcomes to be achieved:

There is a higher percentage of students who indicate that they feel happy and safe at school.
There is a higher percentage of parent/carers who indicate they believe their children are happy and safe at school and that student behaviour is well managed and that the school has high expectations for students.

Targets

By the end of 2020 the school will achieve:

- Proportion of staff, students and parents who believe the school has high expectations in all it does improves by 5% points
- Proportion of staff, students and parents who agree teachers at the school motivate students to learn improves by 5% points
- Proportion of staff, students and parents who agree student behaviour is well managed at the school by 5% points
- Proportion of staff, students and parents who agree that students feel safe at school improves by 5% points
- Proportion of parents who believe they are encouraged to be involved in the school as partners in their children's learning improves by 5% points
- Proportion of staff, students and parents who believe the school promotes wellbeing improves by 5% points

| Key Improvement Strategies | Key Performance Indicators |
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| A culture that promotes learning: Implement a Positive Behaviours for Learning (PBL) approach to encourage safe, respectful and positive learning behaviours for all students | Proportion of staff, students and parents who agree student behaviour is well managed at the school |
| | Proportion of staff, students and parents who agree that students feel safe at school |
| | Proportion of staff, students and parents who believe the school promotes respectful ,inclusive relationships |
| Teachers have high expectations that all students will learn | Proportion of staff, students and parents who believe the school has high expectations in all it does |
| | Proportion of staff, students and parents who agree teachers at the school motivate students to learn |
| Parents are treated as partners in the promotion of student learning and wellbeing. | Proportion of parents who believe they are encouraged to be involved in the school as partners in their children's learning. |
| Well-being data is systematically collected, analysed and used to address the individual needs of students | Proportion of staff, students and parents who believe the school promotes well being |
| There is a strong sense of collegiality amongst the staff | Proportion of staff who believe they are well supported at school |
| There is a strong sense of belonging and | Proportion of staff, students and parents who feel a strong |

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| pride in the school | sense of belonging and pride in the school |
| | Proportion of staff, students and parents who are satisfied with the physical school environment |
| Differentiate teaching and learning to meet needs of all Differentiated learning is evident through adjustments made to learning programs and individual learning plans are developed for all students who require them. Differentiation is a priority in the school and evident in all teacher's practice. | Proportion of teaching programs showing evidence of differentiated learning |
| | Proportion of classrooms where visible learning is evident |
| | Evidence of ILPs, PLPs for identified students with appropriate adjustments in place |
| Targeted use of resources: Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group, small group work and individual work. | Proportion of staff, students and parents who are satisfied with the physical environment of the school. |

National Quality Standard Area covered by this priority

NQS 1 Educational program and practice

NQS 2 Children's health and safety

NQS 3 Physical environment

NQS 6 Collaborative partnerships with families and communities

NQS 5 Relationships with children