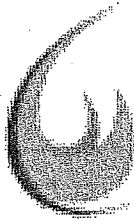


Caroline
Chisholm
School



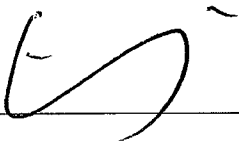
Learning Today, Leading Tomorrow

Caroline Chisholm School Strategic Plan 2015-2020 Tuggeranong Network

Endorsement by School Principal

Name: Kris Willis

Signed



Date:

2/3/16

Endorsement by School Board Chair

Name: Dianna Small

Signed



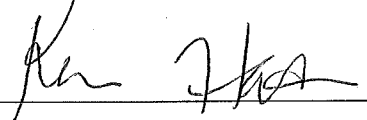
Date:

2/3/16

Endorsement by School Network Leader

Name: Kerrie Heath

Signed



Date:

2-5-16

School Profile

The vision of the school is ...*To be a P-10 school community where culture and environment are led by quality teaching and learning. Our students will be confident and engaged learners, and active and successful citizens of tomorrow.*

School values are: *Honesty, Respect, Trust, Doing Your Best and Freedom through Responsibility.*

The School Values underpin our high expectations of students' performance and behaviour. These Values form the core of the awards system which is based on learning, participation and citizenship. It is through these values that we develop students with a strong sense of purpose, integrity and responsibility to others and self. By accessing all the school offers students leave Caroline Chisholm School ready and willing to embrace the next stage of their future and with a well developed sense of community. Our school has been a focal point within our district since 1974. We take great pride in continuing to offer high-quality traditional and contemporary educational programs to families some of whom are in their second generation at the school.

Our priorities have been chosen through an intensive process involving the community with the use of the National School Improvement Tool. This took place over a number of weeks with a variety of stakeholders in the school.

Staff:

Data was gathered over two sessions separated by a number of weeks. The initial session involved some familiarisation with the tool and the language it uses. Staff completed an activity where they were given the statements from the tool in random order and they had to analyse the text and decide if the statement was an outstanding, high, medium or low statement. Staff then completed highlighting the tool and providing comment for domains 5, 6, 7 and 8 in small groups of about 6 staff each.

The second session focussed on domains 1, 2, 3, 4 and 9. During this session, staff were given the statements from each domain in random order. This meant that they could look at the key words involved in each domain and form an opinion rather than looking at where each statement sat in the hierarchy of statement range. Again staff highlighted the statement they agreed with and gave comments/ examples to explain their thinking.

The groups for both of these sessions were formed by staff themselves but had to have representatives from Junior and Senior Campus as well as people who worked in teams other than their own. During both sessions staff discussed reasoning behind their thinking and came up with group consensus on the findings for each domain. There were times in which either Junior or Senior Campus were identified as meeting different statement within the domain.

The data from these meetings was correlated in the document, *NSIT Correlation All Domains*. In this document, the areas in which a significant number of staff agreed, were highlighted. The number of groups agreeing with the statement was also noted.

Students:

Student representatives from year 5 to year 10 completed the tool in a two hour session on the senior campus. Groups were formed with a representative from each year group on each team. Some groups struggled to form an opinion for some domains on the tool as they did not have enough evidence. These areas were left blank.

The data was correlated on the same document as the staff data, with areas which gained significant student agreement being highlighted blue.

Parents:

The parent's information was gathered differently to the staff and students. Information was gathered using the "two stars and a wish" process at a number of "coffee catch up" meetings as well as a P&C meeting. Information was also gathered using the national school improvement tool from the P&C president as well as the board chair. The data was correlated against each of the domains and matched with priorities identified by staff and students a description of the process for reviewing the school improvement plan

Strategic Priority 1: All students will achieve high quality learning outcomes.

Outcomes to be achieved:

- Embed a culture of analysis, discussion and use of data
- Differentiated learning to meet the needs of all.
- Embed systematic curriculum across the school P-10
- Develop an expert teaching team

Targets

By the end of 2020 the school will achieve:

- The percentage of within school match students reaching expected growth in NAPLAN reading and numeracy from year 3 to year 5 will increase by 10% from 5 year trend (currently 66.6R & 60.64N)
- The percentage of within school match students reaching expected growth in NAPLAN reading and numeracy from year 7 to year 9 will increase by 10% from 5 year trend (currently 59.66R & 60.02N)
- A-E data from 1-10 shows 80% of students achieving a C or above (currently 69%)

Key Improvement Strategies	Key Performance Indicators
<ul style="list-style-type: none"> • Developing staff as experts in using data to inform teaching 	<ul style="list-style-type: none"> • Proportion of staff who have utilized professional development in data analysis • Proportion of staff who agree they receive useful feedback about their practice. • Proportion of students who agree teachers provide them with useful feedback about their work
<ul style="list-style-type: none"> • Implementation of appropriate, targeted and diverse learning opportunities. 	<ul style="list-style-type: none"> • Observations of differentiation in classroom practice • Pathways data demonstrates students engaging in diverse curriculum options • Retention data, P-K 5-6 6-7 9-10
<ul style="list-style-type: none"> • The schools explicit, systemic and coherent curriculum delivery plan is implemented across the school 	<ul style="list-style-type: none"> • Evidence of whole school coherence curriculum documents to Australian curriculum • Proportion of teachers qualified at Highly Accomplished and Lead • Evidence of moderation of student work • Evidence of formative assessment techniques used in the classroom

<ul style="list-style-type: none">• The school has strong mentoring and coaching programs operating with a systemic approach to developing staff skills	<ul style="list-style-type: none">• Collaboration and teamwork is evident across the school through the action research projects• Level of staff satisfaction related to professional development (ASCMIT) (SSS)
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Strategic Priority 2: Grow a community with strong learning partnership and a culture that is inclusive of all.

Outcomes to be achieved:

1. Develop a culture that promotes learning for all
2. Develop and extend authentic links in external communities

Targets

By the end of 2020 the school /college will achieve:

- Students in full time attendance meet the ETD 91.5% attendance target (currently 88%)
- Increase of student satisfaction from a 5 year average (2010-2014) of 64.6% to 70%
- Achieve and maintain above system results in the ASCSIMT school and family connections (currently 1% below system)

Key Improvement Strategies	Key Performance Indicators
<ul style="list-style-type: none"> • Embed high expectations that all students will learn successfully 	<ul style="list-style-type: none"> • Proportion of students agree their teachers motivate them to learn (SSS) • Level of staff, student and parent satisfaction related to academic emphasis (ASCIMT)
<ul style="list-style-type: none"> • Working with the community to achieve the best outcomes for students, ensuring all members are included and valued 	<ul style="list-style-type: none"> • Proportion of effective partnerships that have been evaluated • Proportion of parents who agree community partnerships are valued • Student attendance records meet ETD targets.

Strategic Priority 3: Grow a preschool that is 'play with intent' based, driven by the children their interests and inquires, embedding reflective practice.

Outcomes to be achieved:

To meet all Quality Areas to a minimum of exceeding.

Targets

By the end of 2020 the school /college will achieve:

- An increase of 5% of students retained through to K (currently 77.6%)
- In school PIPs data trend to meeting the ACT average at the initial benchmark
- Preschool parents joining the P&C, involved in whole school representation
- Preschool will apply for an outstanding rating through NQS

Key Improvement Strategies	Key Performance Indicators
Build strong links and pathways between the preschool and the rest of the school	<ul style="list-style-type: none"> • Publications and communications reflect the P-10 nature of the school
Address Quality Area 1 Educational program and practice	<ul style="list-style-type: none"> • Attain a rating of Exceeding National Standard
Address Quality Area 2 Healthy eating and physical activity are embedded in the program for children	<ul style="list-style-type: none"> • Attain a rating of Exceeding National Standard
Address Quality Area 3 Physical Environment	<ul style="list-style-type: none"> • Attain a rating of Exceeding National Standard
Address Quality Area 6 Collaborative partnerships with families and communities	<ul style="list-style-type: none"> • Maintain a rating of Exceeding National Standard