

# School Strategic Plan 2024-2028

Ceres Primary School (1602)



Submitted for review by Timothy Callaghan (School Principal) on 17 October, 2024 at 09:38 AM

Endorsed by Alan Davis (Senior Education Improvement Leader) on 18 October, 2024 at 08:45 AM

Endorsed by Emily Hansford (School Council President) on 21 October, 2024 at 09:08 AM

# School Strategic Plan - 2024-2028

Ceres Primary School (1602)

<b>School vision</b>	<p><b>VISION:</b> Ceres Primary School aims to provide a safe and caring learning environment where all students are respected as individuals and where teachers and families work together to promote a love of learning. We strive towards the healthy development of every child so that each has the knowledge, skills and resilience to be successful in a rapidly changing world.</p>
<b>School values</b>	<p><b>VALUES:</b> The Ceres Primary School community values the extension of each student's individual potential by encouraging, recognising and rewarding effort and achievement. The provision of a cooperative and friendly environment where students share the responsibility for their own learning behaviour and health. The cooperative and mutual working partnership with parents in the education of each individual. The provision of a safe and secure environment which has a community and family atmosphere. A welcoming and comfortable atmosphere where students are confident in becoming risk takers in their learning and where they develop their learning based on the Super 7 Values of our school.</p> <p>School Values - The Super 7:</p> <p><b>Bucket Filling</b> - Being kind to others - Being a good friend - Staying positive inside the classroom and out in the yard</p> <p><b>Respect &amp; Tolerance</b> - Being honest - Using manners when speaking to teachers and peers - Showing respect to our school grounds and equipment</p>

- Putting your hand up in class
- Respecting our furniture and technology
- Being patient and showing tolerance to others. By doing this we become role models
- No blurting
- Giving 5 in the classroom (legs crossed, eyes on the speaker, listening ears on, hands in laps and no blurting)

#### Safety

- Playing safely in the playground
- Moving safely in the classroom
- Knowing what to do when we have strangers enter our school grounds
- Safe play when playing with friends
- I can tell an adult if I feel unsafe
- Knowing to stay in my own personal bubble
- Be a proactive bystander

#### Organisation

- Being organised with our property
- Having our desks ready for work
- Handing in our diaries daily, recording our reading and handing in homework

#### Best Effort

- Always working towards our personal best
- Always have a go at being challenged and practicing

#### Resilience (Bounce Back)

- Keep working through hard things even when they are challenging
- When having troubles, begin to manage your emotions

#### Risk Taking

- Being brave enough to try new things
- Learning from our mistakes
- Thinking harder and for longer
- Stretching our thinking
- Having a go
- Making good choices

<p><b>Context challenges</b></p>	<ul style="list-style-type: none"> <li>- Loss of rurality status and the funding related to this</li> <li>- Fluctuating enrolments due to competition with private schools and larger schools in our area resulting in lopsided cohort numbers and composite grade structures</li> <li>- Lack of equity funding due to our SFO</li> <li>- High percentage of children identified on the NCCD list</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>The school review Term 3, 2024 recommended prioritising several key areas in the next School Strategic Plan, with a clear intent to enhance student outcomes and foster a supportive learning environment. Our primary goal is to improve overall student engagement, achievement, and well-being.</p> <p>This focus is crucial as it addresses identified areas for growth, including data literacy, instructional practices, and student attendance. By prioritising these elements, we aim to create a more inclusive and effective educational experience for all students, especially those requiring additional support.</p> <p>The Strategic Plan will unfold over four years, beginning with the continued embedment of Professional Learning Communities (PLCs) centered on data literacy, collaboration, and moderation. This will lay the foundation for improved instructional models aligned with the Victorian Curriculum 2.0. Throughout the years, we will enhance teacher capacity in using learning and well-being data to support differentiation, strengthen well-being practices, and address attendance challenges, particularly long-term absences. Additionally, we will focus on building partnerships with organisations and agencies to develop a robust support network for our students and families. Each year will involve specific strategies and evaluations to ensure we are on track to meet our objectives and make necessary adjustments.</p>

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<b>Goal 1</b>	To optimise the learning growth of every student.
<b>Target 1.1</b>	<p>By 2028, increase the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels in:</p> <ul style="list-style-type: none"><li>• Reading and Viewing to be maintained at 87% (2023)</li><li>• Writing to be maintained at 90% (2023)</li><li>• Mathematics from xx% (202x) to xx% (to be confirmed when Maths 2.0 teacher judgement data becomes available)</li></ul>
<b>Target 1.2</b>	<p>By 2028, increase the percentage of students at the NAPLAN Exceeding and Strong proficiency levels in:</p> <p>Year 3:</p> <ul style="list-style-type: none"><li>• Reading from 63% in 2024 to 70%</li><li>• Writing from 69% in 2024 to 75%</li><li>• Spelling from 35% in 2024 to 50%</li><li>• Numeracy from 70% in 2024 to 74%</li></ul> <p>Year 5:</p> <ul style="list-style-type: none"><li>• Reading from 85% in 2024 to be maintained or improved</li><li>• Writing from 77% in 2024 to 79%</li><li>• Spelling from 62% in 2024 to 65%</li><li>• Numeracy from 69% in 2024 to 74%</li></ul>

<p><b>Target 1.3</b></p>	<p>By 2028, increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures in:</p> <p>Effective teaching practice for cognitive behaviour domain</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 86% in 2024 to be maintained or improved</li> <li>• Effective classroom behaviour from 81% in 2024 to 85%</li> </ul> <p>Learner Characteristics and Disposition domain</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 77% to 81%</li> </ul>
<p><b>Target 1.4</b></p>	<p>By 2028, increase the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 81% in 2023 to 85%</li> <li>• Guaranteed and viable curriculum from 83% in 2023 to 85%</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a culture of professional learning and collaboration.</p>
<p><b>Key Improvement Strategy 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Review, adapt and embed the Instructional Models to implement Victorian Curriculum 2.0</p>

<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated teaching.
<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Goal 2</b></p>	To strengthen student wellbeing.
<p><b>Target 2.1</b></p>	<p>By 2028, increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures in:</p> <p>Learner Characteristics and Disposition domain</p>

	<ul style="list-style-type: none"> <li>• Perseverance from 60% in 2024 to 70%</li> <li>• Learner confidence from 73% in 2024 to 70%</li> </ul>
<b>Target 2.2</b>	By 2028, decrease the percentage of students with 20 or more absence days from 36% in 2023 to 34%.
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further strengthen connections with parents, caregivers and community.
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further strengthen the school's wellbeing practices.
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	



<p><b>Key Improvement Strategy 2.b</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.c</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build partnerships with organisations and agencies to build a network of support for student wellbeing.</p>
<p><b>Key Improvement Strategy 2.c</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	