

School Strategic Plan 2024-2028

Courtenay Gardens Primary School (5371)



Submitted for review by Alison Lough (School Principal) on 20 January, 2025 at 08:19 PM

Endorsed by Victoria Golding (Senior Education Improvement Leader) on 07 February, 2025 at 02:55 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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School vision	Our vision is to provide our students with opportunities that enable them to identify their passions, experience success and develop the confidence to pursue future learning.
School values	<p>We provide a SAFE environment built on TRUST and ACCEPTANCE. We show RESPECT to all members of the community and strive for SUCCESS.</p> <p>When we follow these principles, we are all stars of Courtenay Gardens Primary School.</p> <p>Our STARS values are:</p> <p>Safety - we act in a manner that keeps ourselves and others safe</p> <p>Trust - We can be relied upon to do the right thing with honesty and integrity</p> <p>Acceptance - We are welcoming and inclusive of others</p> <p>Respect - We treat people with kindness and empathy and care for our environment</p> <p>Success - We strive for our very best in all that we do</p>
Context challenges	<p>Courtenay Gardens PS is a co-educational school in Cranbourne North. The school has a SFOE index of 4.279 which is in the medium range. As of December 2024, it has an enrolment of 790 students. 5.7% of the current student population do not speak English; 5% of students have a diagnosed disability; and 5% are refugees. 448 students speak a language other than English at home; this equates to 56% of the student population. Dari, Punjabi, Tamil, Hazaraghi, Hindi and Sinhalese are the most common languages other than English spoken by families at home. There are a total of 45 different languages spoken at home.</p> <p>There are 7 identified Aboriginal students in the school making up less than 1% of the population.</p>
Intent, rationale and focus	Student literacy and numeracy outcomes fluctuated throughout the 2020-2024 period. Improvement for students with English as an additional language were evident and students needing additional support are accessing tutoring and other interventions. Some students would benefit from more support to extend their learning, particularly those

	<p>performing well above expected levels of literacy and numeracy.</p> <p>Through analysis of NAPLAN, teacher judgements & assessments, we identified some students were making less than expected learning attainment and growth. Enhancing and embedding the consistent use of evidence-based learning and teaching strategies and assessment data would enhance student learning growth and attainment.</p> <p>The school has and will continue to focus its efforts on curriculum development and enhanced use of student data to inform teaching. A major focus will be on the implementation of department priorities, specifically the Victorian Curriculum 2.0 and Victorian Teaching and Learning Model (VTLM) 2.0. This will include an expanded roll out of systematic synthetic phonics which the school has already implemented in prep in 2024.</p> <p>Outcomes for students would be enhanced through an explicit approach to building student capabilities to thrive through embedding a balanced school culture of high expectations and focus on positive behaviours. This includes fostering an environment where students feel safe and known and can own, track, and influence their learning achievement and growth.</p> <p>The school will continue to focus on behaviour education and development of emotional intelligence through consistent and explicit school wide positive behaviour strategies and processes. The wider school community will be encouraged to develop connections and partnerships that follow and promote our school values and align with our vision.</p>
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Goal 1	Maximise learning growth for all students
Target 1.1	<p>By 2028, increase the 2024 percentage of students in NAPLAN Exceeding or Strong proficiency levels.</p> <ul style="list-style-type: none">• Year 3 Reading from 64% to 69%• Year 3 Writing from 71% to 75%• Year 3 Numeracy from 55% to 65%.• Year 5 Reading from 67% to 73%• Year 5 Writing from 67% to 73%• Year 5 Numeracy from 58% to 67%.
Target 1.2	<p>NAPLAN Benchmark Growth (placeholder target TBC in 2025 when baseline data become available)</p> <p>E.g. By 2028, increase the percentage of Year 5 students achieving at or above benchmark growth:</p> <ul style="list-style-type: none">• Reading from xx% (2025) to xx%• Writing from xx% (2025) to xx%• Numeracy from xx% (2025) to xx%.
Target 1.3	<p>By 2028, increase the 2023* percentage of Foundation to Year 6 students demonstrating at or above expected growth (Teacher Judgment - Time Series, semester two to semester two):</p> <ul style="list-style-type: none">• Reading and viewing from 74% to 79%• Writing from 70% to 78%

	<ul style="list-style-type: none"> • Mathematics from xx% (202x*) to xx%. <p>*Placeholder target TBC when baseline data for Maths 2.0 becomes available.</p>
Target 1.4	<p>By 2028, maintain or increase the percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Instructional Leadership at 84% (2024) • Academic emphasis from 56% (2024) to 68% • Guaranteed and viable curriculum at 85% (2024) • Collective efficacy from 74% (2024) to 80% • Monitoring effectiveness of using data from 72%t (2023) to 80% • Understanding formative assessment at 86% (2023).
Target 1.5	<p>By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Stimulating learning from 62% to 74% • Differentiated learning challenge from 77% to 85% • Motivation and interest from 71% to 76%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Refine and embed a whole school instructional model that is consistently implemented across all curriculum areas.</p>

<p>Key Improvement Strategy 1.a 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>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Refine and embed a whole school assessment schedule with a focus on responsive teaching to students' individual points of need.</p>
<p>Key Improvement Strategy 1.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>Key Improvement Strategy 1.c 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 peer observation, coaching and modelling approach to further enhance teaching and learning.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary</p>	

pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d 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	Further build shared instructional leadership, structures and culture of impact evaluation to drive whole school consistency and improvement.
Goal 2	Optimise engagement and connection to support student wellbeing.
Target 2.1	By 2028, decrease the percentage of Foundation to Year 6 students with 20 or more days absent from 44% (2023) to 37%.
Target 2.2	By 2028, increase the 2023 percentage positive endorsement on the SSS. <ul style="list-style-type: none"> • Understanding formative assessment from 86% to 90% • Use of student feedback to inform teaching practice from 59% to 68%.
Target 2.3	By 2028, increase the 2024 percentage positive endorsement on the AtoSS. <ul style="list-style-type: none"> • Perseverance from 68% to 75% • School connectedness from 69% to 75% • Sense of confidence from 69% to 75% • Student voice and agency from 58% to 65% • Teacher concern 64% to 70% • Respect for diversity 71% to 75%.

Target 2.4	<p>By 2028, increase the 2023 percentage positive endorsement on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Teacher communication from 62% to 68% • Parent participation and involvement from 71% to 76%.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further build and embed consistent multi-tiered practices across the school to support all students in thriving.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a 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	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further build high level student engagement through optimising student ownership of and participation in their learning.

Key Improvement Strategy 2.b

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs