School Strategic Plan 2018-2022

Caulfield Junior College (3820)

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School vision	All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. At Caulfield Junior College, we embrace diversity and are proud to provide a multi-lingual setting that enhances learning for everyone.
School values	At Caulfield Junior College our school values underpin how students, staff and parents work and talk together. Our Values are: - Honesty - Empathy - Respect - Resilience - Optimism
Context challenges	Established in 1914, Caulfield Junior College is located approximately eleven kilometers from the Melbourne Central Business District. The school has a bi-national program that is accredited to deliver both the Australian and French curriculum in accordance with the Department of Education and Training (DET) and the French Ministry of Education's standards and practices. The school enrollment includes students undertaking the accredited French program within the French Bi-National Program (FBP). The FBP is overseen by the Agency for French Education Abroad (AEFE). The school is balanced by our local community, many of whom access the Hebrew Immersion Program as an adjunct to their child/ren's learning. While there has been a desire to integrate the French Curriculum with the Victorian Curriculum, the differing approaches between the curricula continue to be a challenge and will remain a focus for this plan. A greater balance on the focus between the bi-national program and the Victorian Curriculum program will ensure that the learning needs of the students from the local community are similarly met.
Intent, rationale and focus	The school needs to stretch its academic performance and ensure more students are achieving high growth in Literacy and Numeracy. The school also needs to reduce the amount of students achieving low growth in Literacy and Numeracy. The school has significant challenge in engaging and empowering students in their learning. The school is beginning to establish teams that work together effectively and needs to build the capability of staff to lead these teams. This particularly needs to be addressed due to significant changes to the leadership in the school. A key focus for the school is to build the capability of all staff to work collaboratively. The plan will be supported by rigorous planning and review from the School Improvement Team. The team will align all professional learning with the goals of the plan and regularly meet to monitor progress. Regular feedback from students, staff and the community will help this monitoring process and ensure that the school remains aligned with the plan. The progress of the plan will be reflected in the formation and evaluation of all staff performance development plans.

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Goal 1	To improve outcomes in Literacy and Numeracy for all students.
Target 1.1	Reading • Increase the percentage of students in the top two bands for Year 5 NAPLAN Reading from 59% to at or above 70%. • Maintain or exceed the percentage of students with high relative growth in Reading from 31% to at or above 35%.
Target 1.2	Writing • Increase the percentage of students in the top two bands for Year 5 NAPLAN Writing from 26% to at or above 55% • Maintain or exceed the percentage of students with high relative growth in Writing from 31% to at or above 35%.
Target 1.3	Numeracy • Increase the percentage of students in the top two bands for Year 5 NAPLAN Numeracy from 43% to at or above 55%. • Maintain or exceed the percentage of students with high relative growth in Numeracy from 27% to at or above 35%.
Target 1.4	French Bi-National Program • Increase the average score in the French National Assessment for Grade 1 in Literacy from 80.45% to 85%. • Increase the average score in the French National Assessment for Grade 1 in Numeracy from 84.05% to 90%
Target 1.5	• Increase the average score in the French AEFE Asia-Pacific Zone Assessment for Grade 3 in Literacy from 73.1% to 80%. • Increase the average score in the French AEFE Asia-Pacific Zone Assessment for Grade 3 in Numeracy from 63.2% to 75%.
Target 1.6	For 50% of Grade 6 students to be achieve Level B1 in the DELF Junior Assessment.
Key Improvement Strategy 1.ay Evidence-based high-impact teaching strategies	Develop a whole-school instructional model.
Key Improvement Strategy 1.by Curriculum planning and assessment	Develop whole-school scope and sequence documents.
Key Improvement Strategy 1.cy	Develop consistent curriculum planning documents.

Curriculum planning and assessment	
Key Improvement Strategy 1.dy Evaluating impact on learning	Build teacher capability to collect and analyse data.
Key Improvement Strategy 1.ey Evaluating impact on learning	Build teacher capability to use data to inform and differentiate practice.
Goal 2	To engage, challenge and empower students through voice, agency and leadership in their learning.
Target 2.1	Increase the Attitudes to School Survey (ATOSS) positive endorsement for 'Sense of Connectedness' from 11.7% to at least 45%.
Target 2.2	Increase the ATOSS positive endorsement for 'Advocate at School' from 23.7% to at least 45%.
Target 2.3	Increase the ATOSS positive endorsement for 'Student Voice and Agency' from 25.2% to at least 45%.
Key Improvement Strategy 2.ay Empowering students and building school pride	To develop a shared understanding between staff, students and the community of what student voice, agency and leadership is and how it impacts student learning.
Key Improvement Strategy 2.by Empowering students and building school pride	To create opportunities for students to co-design curriculum and learning experiences
Key Improvement Strategy 2.cy Setting expectations and promoting inclusion	To refine and enhance the student wellbeing program and enhance school wide approaches to engage all students in leadership development.
Goal 3	To develop a shared leadership model that builds the capability of all staff as leaders and prioritises highly effective teamwork.
Target 3.1	Increase the Staff Opinion Survey 'Collective Responsibility' positive endorsement from 61.1% to at least 75%.
Target 3.2	Increase the SOS 'Teacher Collaboration' positive endorsement from 38.4% to at least 65%.
Target 3.3	Increase the SOS 'Collective Focus on Student Learning' positive endorsement from 70% to 85%
Target 3.4	Increase the Staff Opinion Survey (SOS) 'Guaranteed and Viable Curriculum' positive endorsement from 24% to 65%.
Key Improvement Strategy 3.ay Building leadership teams	Develop a schoolwide 'Professional Learning Communities' approach.

Key Improvement Strategy 3.by Instructional and shared leadership	Develop a detailed long-term and sustainable staff professional development program.
Key Improvement Strategy 3.cy Instructional and shared leadership	Build clarity around the roles and responsibilities of all staff and develop norms and protocols to establish consistent practice across the school
Key Improvement Strategy 3.dy Instructional and shared leadership	Establish school wide peer observation practices and protocols