Victoria State Government | Department of Education and Early Childhood Development

School Strategic Plan for Chilwell Primary School Barwon South West region 2013-2016

Endorsement by School Principal	Signed……………………………………. (Principal's signature) Name: Gavan Welsh Date: 3-12-2012
Endorsement by School Council	Signed……………………………………. (School Council President's signature) Name………………………………………. Date……………………………………….
Endorsement by Regional Director or nominee	Signed……………………………………. (Regional Director or nominee's signature) Name………………………………………. Date……………………………………….

School Profile

Purpose	At Chilwell Primary School we aim to create a safe and secure learning environment for all students and staff in which the principles of care, courtesy and respect for the rights and property of all individuals are valued. Chilwell is a family oriented school recognising and responding to the needs and diversity of family groups within our school community. Teachers and parents work together to provide a caring, secure and stimulating learning environment for all students. A strong partnership between home and school ensures that education is valued. Such a partnership creates an environment where children; want to learn; enjoy the trust of teachers and are aware of the rights of others in sharing in the life of the school.
Values	At Chilwell Primary School we value: **Respect** – this means treating others with consideration and regard; respecting the rights, property and well being of others. **Doing Your Best** – this means that we always aspire to do our best, taking pride in achievements, recognising and supporting the efforts of others. **Care, Courtesy & Safety** – this means caring for self and others; showing courtesy and consideration; abiding by our school rules and always behaving in a safe manner. **Responsibility** – this means being accountable for our own actions; resolving differences in constructive manner and contributing to the community. Taking responsibility for the school environment, demonstrating care for the school's equipment and surroundings. **Co-operation** - working together to achieve our goals. **Communication** – this means encouraging effective home/school partnership with all members of our community.
Environmental Context	Chilwell Primary School, established in 1878 is located in Newtown, an inner Geelong suburb and has a current enrolment of 348. Chilwell is a zoned school and has a SFO of .2047. Although a low SFO we have a wide range of social backgrounds in parents and students. The school's staffing profile currently consists of 14 classroom teachers, specialist teachers for Reading Recovery, Library, Art, LOTE, Music and PE programs. Support Teachers work in Prep to Grade 2, and two Leading Teachers have coaching roles in Literacy and Numeracy. A School Chaplain/Councillor has worked in our school in the past 3 years and a successful Out of School Hours Care Program operates.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To foster the achievement of high quality educational outcomes for all students in all curriculum areas with a focus on Literacy and Numeracy incorporating the effective use of ICT.	In each year of the strategic plan, the matched cohort growth in NAPLAN will exceed or at least equal the state mean growth. In each of the years of the strategic plan, the relative gain will exceed or at least equal the growth as measured against similar/academic schools. In each of the years of the strategic plan, all students (Years1–6) deemed capable will improve by 0.5 or greater growth of mean score each year in AusVELS. In each of the years of the strategic plan, Student Attitudes to School Survey variables stimulating learning and learning confidence will be equal to or exceed state mean. By 2016 improve the computer: student ratio to 1:1 (2012 is 1:2.17).	Build teacher capacity to deliver a comprehensive curriculum to meet the needs of all children with a focus on teacher pedagogy in ICT. Build a culture of mutual respect for teacher judgements which is based on evidence of student learning. Invest in ICT infrastructure to support increased numbers of ICT wireless devices (Plan and budget accordingly).
Student Engagement and Wellbeing	To nurture the environment in which all students, staff and parents feel happy, safe and secure and support the engagement of students to meet their personal and educational potential.	In each of the years of the strategic plan, the learning confidence variable in the Student Attitudes to School Survey will be at the 75th percentile or above when plotted against all schools. Throughout the life of the strategic plan, the connectedness to peers variable in the Student Attitudes to School Survey will be at the 75th percentile or above when plotted against other schools.	Promote student voice and learning confidence by empowering students through authentic student choice incorporating the use of ICT. Build teacher capacity to deliver a comprehensive curriculum to meet the needs of all children using ICT to differentiate curriculum in Literacy and Numeracy.
Student Pathways and Transitions	To improve transitions for students and their families into, through and out of the school.	In each of the years of the strategic plan, all students deemed capable will improve AusVELS scores as measured by teacher judgements by 0.5 or more across Years 1–6 and by 1.0 or more for Preps in the five	Enhance processes and practices that enable the school and teachers to effectively and productively track individual students learning outcomes and use the data to drive decision making at school, classroom and individual

		areas. In each of the years of the strategic plan, the learning confidence variable and the stimulating learning variable in the Student Attitudes to School Survey will be at the 75th percentile or above when plotted against all schools. In each of the years of the strategic plan, the Parent Opinion Survey transitions variable will improve to 75th percentile and learning focus to 90th percentile.	level. Build a culture of mutual respect for teacher judgements which is based on evidence of student learning.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning Build teacher capacity to deliver a comprehensive curriculum to meet the needs of all children with a focus on teacher pedagogy in ICT. Build a culture of mutual respect for teacher judgements which is based on evidence of student learning. Invest in ICT infrastructure to support increased numbers of ICT wireless devices (Plan and budget accordingly).	**Student Learning** Maintain PLTs focus on Literacy and Numeracy to address identified issues, and look for opportunities to incorporate ICT. Continue the positions of coaches in Literacy and Numeracy. Link coaching with school based Learning Walks. Move focus to Big 4; Learning Intentions, Success Criteria, Quality Tasks, and Feedback. Implement Individual Learning Goals for students to ensure differentiation of teaching and learning. Investigate and implement pedagogy appropriate for high achieving students. Continue to monitor students achievement closely over time through carefully selected tracking tools. Regenerate ICT infrastructure to improve ratio of computers to students and cater for increased wireless traffic. Continue to interrogate and triangulate data to explore differences in cohort and curriculum performance. Explore the AusVELS to develop a common understanding of the Australian Curriculum to be implemented in 2013. Review assessment tasks and timeline to ensure rich tasks that allow choice in the demonstration of achievement. Moderate vertically across Years P–6 to enhance understanding of the AusVELS progression points. Moderate against external data source e.g. NAPLAN Writing criteria to ensure accurate understanding of level of student achievement.	**Student Learning** Literacy and Numeracy PLTs will occur at least four times each term and be planned for and documented in term meeting schedule. PLTs to investigate and share how ICT is used in all curriculum areas. Coaches appointed in Literacy and Numeracy. Allocate resources for coaching in Literacy and Numeracy. All teachers participate in learning walks and provide teachers with the opportunity to lead learning walks. Learning walks timetable distributed at beginning of each term. Learning walks linked to coaching for teachers participating in coaching program and where possible linked to school professional development, AIP goals and PLT focus. Provide professional development on big 4 through PLT and whole school curriculum day. All students to have documented challenging learning goals in Literacy and Numeracy that are reviewed and updated regularly. Teachers to participate in professional development for high achieving students incorporating higher order thinking skills. Implement assessment schedule in Literacy and Numeracy.

		Review students on monitoring list twice each year. Contemporary ICT being integrated into Teaching & Learning programs. 2012 Ratio 1:2.17 by 2016 as close to 1:1 across school. Implement AUSVels. Teachers to participate in professional development in AusVels Audit Integrated Curriculum/Crosslinks to ensure all areas of AUSVels are being addressed. Review assessment schedule and time line at beginning of each year with whole staff and throughout year when necessary. Investigate and implement rich assessment tasks in Literacy and Numeracy. Writing Assessment Task administered at midyear and end of year. Numeracy moderation tasks developed. Moderation meetings documented in meeting schedule in May and October each year to moderate in Literacy and Numeracy. NAPLAN writing assessment rubric used to moderate Writing Assessment Task twice each year.
Student Engagement and Wellbeing Promote student voice and learning confidence by empowering students through authentic student choice incorporating the use of ICT. Build teacher capacity to deliver a comprehensive curriculum to meet the needs of all children using ICT	**Student Engagement and Wellbeing** Maintain personal learning goals for all students. Establish authentic choice within learning tasks to provide differentiated curriculum. Administer the SAtSS in term 2, 3 and 4 to more closely monitor and respond student issues.	**Student Engagement and Wellbeing** Develop whole school approach to learning goals. Students to have documented learning goals in Literacy and Numeracy. Inquiry approach to thematic studies throughout the school. Strategies to be shared on a regular basis.

to differentiate curriculum in Literacy and Numeracy.	Discuss results of SAtSS with students and involve students in creation of solutions to address issues identified. Reflect on current student roles within the school governance to ensure authenticity and broaden the scope to promote student voice. Review the practice of differentiated curriculum to ensure high level of engagement for all learners. Maintain school based Learning Walks with additional focus on engagement and differentiation. Continue to investigate a range of ICT opportunities (Professional Development, Software & Hardware).	Develop school wide definition of what authentic choice means and how this can be used in classrooms. SAtSS administered will be administer in term two, three and four for years four and five students and in term two and three for year six students. Classroom teachers analyse and respond to data in SAtSS. Use Junior School Council meetings on completion of SAtSS to address issues – meeting with Principal. Regular Junior School Council meetings – once a term. Learning walks timetabled each term. E5 Instructional Model used as a tool to provide feedback from Learning Walks. Staff attend regular PD sessions with ICT focus. Staff share expertise and knowledge. All teachers complete epotential survey each year and review personal ICT skills.
Student Pathways and Transitions Enhance processes and practices that enable the school and teachers to effectively and productively track individual students learning outcomes and use the data to drive decision making at school, classroom and individual level Build a culture of mutual respect for teacher judgements which is based on evidence of student learning	**Student Pathways and Transitions** Maintain and strengthen current transition programs for year prep and year six students, students new to the school and departing the school, and students moving between year levels. Survey the parents of Prep students annually to monitor satisfaction. Analyse individual questions in the transitions variable of the POS annually to determine trends. Investigate use of technology to provide effective communication for prospective and current parents and students. Moderate student work against the AusVELS and ACARA examples to promote consistency of teacher judgement.	**Student Pathways and Transitions** Review transition policy at beginning of each year and develop transition timeline with leadership team and transition coordinators in first term of each year. Teachers changing year levels or new to school to participate in coaching. AusVELS, NAPLAN, On Demand and other assessment data in Literacy and Numeracy passed on to new teacher in December of each year.

	Vary composition of learning walks to include teachers from other Year levels to build consistency of pedagogical practice and enhance transitions between year levels.	Year level transition meetings scheduled; 2 in November/December and 2 in February/March for teachers to exchange student information. Teachers informed of students on Monitoring List in November/December Survey developed and administered to new prep parents in term one of each year. Leadership team to analyse questions relating to transitions in Parent Opinion Survey annually and responds to trends. Information placed on school website to inform parents about prep and year six transitions.