

Chilwell Primary School 2016 Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Gavan Welsh[name] [date][name] [date]
School council: Ben Woodman[name] [date][name] [date]
Delegate of the Secretary: [name] [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Chilwell Primary Schools is a school that prepares students for life. Our students strive to achieve their full potential and are engaged in and enjoy their learning.</p> <p>Our staff inspire, engage and nurture students through a dynamic curriculum that supports the academic, social and emotional well-being of each child.</p> <p>Our parents are partners in creating and thriving learning community.</p> <p>Based on individual needs.</p> <p>Guided by assessment</p> <p>Continually reviewed and adapted to remain current.</p>	<p>Our students will:</p> <p>Be proactive learning who strive to do their best.</p> <p>Develop as independent learners, setting challenging learning goals.</p> <p>Develop confidence and resilience so they are able to meet their social responsibilities at school and within the community.</p> <p>Enjoy their school experience.</p> <p>Staff at Chilwell:</p> <p>Are skilled, dedicated and adaptable.</p> <p>Place student learning and personal improvement at the core.</p> <p>Provide engaging, challenging, differentiated learning based on relevant curriculum.</p> <p>Seek to continually improve by being open to new ideas, reflecting and challenging themselves and each other.</p> <p>Parents at Chilwell:</p> <p>Partner with the school to support their child's education.</p> <p>Are engaged in the school through a variety of opportunities.</p> <p>Are involved in creating a school community we can all be proud of.</p> <p>Value education.</p> <p>Curriculum at Chilwell will be:</p> <p>Child-centred, challenging, engaging and based on modern teaching methods.</p>	<p>Chilwell Primary School is located in Newtown with a current enrolment of 383 students. Chilwell is a family orientated school with a strong partnership with the community. Chilwell creates a learning environment for all students and staff in which the principles of care, courtesy & respect for the rights and property of all are valued. A school Chaplain is appointed to our school; the role is integrated with our Student Engagement Policy. While our school policy states we maintain a cap of 350 students, our enrolments have increased up to 383 students. During this time we have varied from 14-16 classes across this period. Over SFO has ranged between 0.2 and 0.22, indicates that a large proportion of our students come from a high socioeconomic background. We have approximately up to 1/3 our families have received EMA during this period (now known as CSEF). Within our catchment we have a women's refuge and social housing which results in a broad spectrum of socioeconomically diversity within our community and can contribute to transient enrolment.</p> <p>Classroom programs focus on developing a positive & cooperative learning environment in which children can achieve their potential in all curriculum areas. The school provides a sequential and inclusive curriculum currently based on AusVELs and will transition to Victorian Curriculum from 2017, enhanced by Learning Technologies (BringIT2Chilwell iPad program), inquiry learning and guided by Early Years and Middle Years philosophies. Teachers remain committed to continuous professional development. Team planning of curriculum and Professional Learning Teams promote a shared pedagogy, are driven by assessment data and supported by Literacy & Numeracy Coaching. Literacy, Numeracy & ICT are our curriculum strengths. We also offer high quality programs in Physical Education, Visual Arts, Italian (LOTE) and Library. The school has 24.5 equivalent full time staff, 2 principal class officers, 21 teachers (inclusive of 2 Leading Teachers) and 5 Education Support staff. Intervention programs include Reading Recovery, Catch up Literacy and Catch Up Numeracy. Family contributions allow us to maintain our 140 year old facilities to a high standard. Major building works were completed in 2011 with the construction of four new classrooms, an ICT Lab, Library and canteen. Refurbishment of the Administration has been completed. An ANZAC memorial has been recently completed.</p>	<p>As identified in 2016 School Review, Chilwell strategic plan addresses:</p> <ul style="list-style-type: none"> • How can CPS have a clearly defined, documented and viable curriculum which is consistently implemented across the school? • How can CPS continue to develop documentation and implement processes to enhance a positive climate for learning and engage community in learning? <p>This strategic plan is led and implemented by the Chilwell Primary School Principal, Leadership Team and Staff.</p> <p>Targets will be monitored and data collected each year.</p> <p>At the beginning of each year Victorian Curriculum Targets in Literacy and Numeracy will be set by classroom teacher as stated in Student learning area of strategic plan.</p> <p>This strategic plan will guide the implementation of Annual Implementation Plans for the period.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)												
<p>Panel suggested goal/rationale for achievement</p> <p>Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.</p>	<p>Excellence in teaching and learning Building practice excellence]</p>	<p>Panel suggested key improvement strategies:</p> <ul style="list-style-type: none"> Continue to enhance and monitor a whole school approach to Professional Learning Teams (Action and Curriculum teams) and Professional Learning Community (PLC). Enhance the capacity of teachers to: <ul style="list-style-type: none"> use data and moderation of assessment to implement precise targeted teaching consistently implement agreed and explicit instructional models in English and Mathematics across the school. Strengthen the capacity of teachers and students to create a student centred learning environment using data and feedback as a regular part of student-teacher-parent dialogue. 	<p>Panel suggested targets:</p> <ul style="list-style-type: none"> NAPLAN Year 3 to 5 Relative gain measures to show each year of the Strategic Plan: <table border="1" data-bbox="2119 365 2540 590"> <thead> <tr> <th></th> <th>Low Equal to or less than %</th> <th>High Equal to or greater than %</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>20</td> <td>25</td> </tr> <tr> <td>Writing</td> <td>17</td> <td>36</td> </tr> <tr> <td>Reading</td> <td>17</td> <td>32</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Consistently equal or exceed state benchmarks through NAPLAN Year 3 and 5 (Reading and Numeracy) and Victorian curriculum (English and Mathematics) intake adjusted data (Government Schools performance summary) over the life of the Strategic Plan. We will set growth targets at each year level, annually, using triangulated data incorporating the Victorian Curriculum. School Staff Survey, School climate module <p>Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than:</p> <ul style="list-style-type: none"> Collective Efficacy (90) Collective Responsibility (90) Teacher Collaboration (85) Collective focus on Student Learning (90) Guaranteed and Viable Curriculum (85) Academic emphasis (89). 		Low Equal to or less than %	High Equal to or greater than %	Numeracy	20	25	Writing	17	36	Reading	17	32
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<p>Panel suggested goal/rationale Engagement</p> <p>Over the life of the Strategic Plan we will continue to provide a caring, learning environment in which all students are inquisitive, actively engaged, empowered and challenged so that they achieve their potential and become positive members of the community.</p>	<p>Positive climate for learning Empowering students and building school pride</p>	<p>Panel suggested key improvement strategy Engagement</p> <p>Strengthen staff capacity to support students to become independent and engaged learners through student voice in their learning and access to a variety of quality tasks and authentic experiences.</p>	<p>Panel suggested targets:</p> <ul style="list-style-type: none"> Attitude to school survey factors, 'Connectedness to Peers', and Teaching and Learning factors are scored at least at four or above on a five point scale, over the life of the Strategic Plan. ('agree' or 'strongly agree') Average days absent per student are 13 days or less at each year level Years P-6, over the life of the Strategic Plan. 												



<p>Panel suggested goal/rationale Wellbeing</p> <p>Over the life of the Strategic Plan, we will continue to provide a whole school community focus on building positive relationships and resilience, underpinned by the school values so that wellbeing will be enhanced.</p>	<p>Positive Climate for learning Setting expectations and promoting inclusion</p> <p>Community engagement in learning Building communities</p>	<p>Panel suggested KIS:</p> <p>Promote a whole school community focus on building positive relationships and resilience, underpinned by CPS's expectations of staff, students and families as documented through the school's student engagement policy.</p>	<p>Panel suggested targets:</p> <ul style="list-style-type: none"> • Attitude to School Survey factors (AtSS) 'Classroom behaviour' and 'Student Safety' are scored at least at four or above on a five point scale, over the life of the SP. • AtSS factors 'Student Morale' and 'Student Distress' are scored at least at five or above on a seven point scale, over the life of the SP. • School Staff Survey, School climate module <p>Over the life of the Strategic plan, component mean score, Prin/Teach to be at or greater than:</p> <ul style="list-style-type: none"> ○ Staff Trust in Colleagues (80) <ul style="list-style-type: none"> • Parent Opinion Survey perceptions of Teacher Morale trend upward from 2016 baseline data (5.80 mean factor score)
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