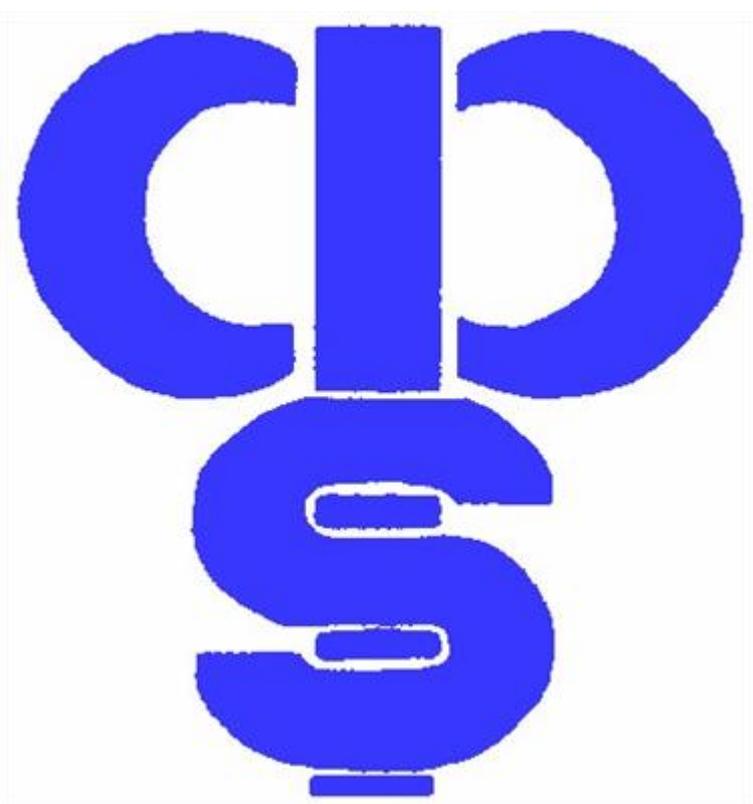


School Strategic Plan 2020-2024

Chilwell Primary School (2061)



Submitted for review by Gavan Welsh (School Principal) on 28 April, 2021 at 12:41 PM

Endorsed by Robyn Marr (Senior Education Improvement Leader) on 08 June, 2021 at 09:29 AM

Endorsed by Tony Lee (School Council President) on 09 June, 2021 at 09:15 PM

School Strategic Plan - 2020-2024

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School vision	<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>
School values	<p>Our students will:</p> <ul style="list-style-type: none">Be proactive learners who strive to do their best.Develop as independent learners, setting challenging learning goals.Develop confidence and resilience so they are able to meet their social responsibilities at school and within the community.Enjoy their school experience. <p>Staff at Chilwell:</p> <ul style="list-style-type: none">Are skilled, dedicated and adaptable.Place student learning and personal improvement at the core.Provide engaging, challenging, differentiated learning based on relevant curriculum.Seek to continually improve by being open to new ideas, reflecting and challenging themselves and each other. <p>Parents at Chilwell:</p> <ul style="list-style-type: none">Partner with the school to support their child's education.Are engaged in the school through a variety of opportunities.Are involved in creating a school community we can all be proud of.Value education. <p>Curriculum at Chilwell will be:</p> <ul style="list-style-type: none">Child-centered, challenging, engaging and based on modern teaching methods.

Context challenges

Context:

The school has been part of its community since 1878. Chilwell aims to create an environment where the principles of care, courtesy and respect of others is valued. The enrolment during the last Strategic Plan rose to 395. We have operated in "straight grades" ranging from 14 to 17 classes. The school enjoys a proud history of high academic achievement and community connectedness. The support is not only from the immediate school community but also from the wider community. The buildings are very well maintained and presents a great visual to the community. The facilities are open for after hours usage and this is heavily used by the community, including commercial sporting groups.

School Community: Chilwell has a very low SFO (Student Family Occupation Education) which indicates a large proportion of our students come from high socio economic backgrounds. This is reflective of the educational backgrounds of our families and in turn the high value and expectations they place on education. The family support, both financially and in many other aspects, is high.

Enrolment Levels: The school is zoned, however enrolments are sought from outside that area or families continue to transport their children to Chilwell from outside the zone if they relocate. This situation, while providing positive feedback to the school, does present management issues in maintaining enrolment caps.

Staff: In 2020 the school operated with 25.8 equivalent full time staff consisting of 2 Principal Class officers, 19.4 teachers (inclusive of 2 Learning Specialist Teachers) and 4.4 Education Support Staff.

Classroom Programs: The programs offered place a high value on student's academic and personal/social development. The academic provision is based on the Victorian Curriculum with an emphasis on Literacy and Numeracy. The curriculum is supported by a "Bring it to Chilwell Program" where years 2-6 bring their own i-pad and programs are planned utilizing this resource. The uptake is over 90% in all these year levels. The curriculum is supported by intervention programs in Literacy and Numeracy and Individual Learning Plans to both support and extend student learning.

Professional Development: A budget to support this is provided annually. The development of staff is supported by Peer Observation (both internal and in visits to other schools), coaching aligned with the school's Annual Implementation Plan goals, Curriculum Days and commercial professional development.

Program Structure: Professional Learning Team planning is provided via 2 hours of joint release for year level staff. This, in conjunction with our Professional Learning Teams (P-2, 3/4 and 5/6), supports a shared pedagogy and communication throughout the school.

Specialist programs: The school operates 4 Specialist areas; Visual Arts, Physical Education, STEM (Science technology engineering and Mathematics) and LOTE (Italian.) These programs are reviewed annually.

	<p>Challenges / Goals:</p> <ul style="list-style-type: none"> * Post COVID return to school: Welfare -social and emotional. This is being supported through our policies, SSS referrals, Chaplain, employment of a Psychologist. Academically we have in place the Tutoring program across the school and support within specific classes. This will remain a priority during the current Strategic Plan. * Maintaining high academic achievement for students throughout their schooling - including those in the top two bands of NAPLAN achievement. Maintaining their interest and engagement in learning. * Review of the school's Vision and Values and make these more visible to the community. * Continue to review the school program in terms of 21st century skills being taught in the program. * Agreement around Voice and Agency: Develop an agreed definition and whole school approach. * Clarity around the school's i-can statements for both parents and staff. * A review of our assessment to assist in the provision of differentiation in classrooms. * Development of a consistent approach to reading instruction throughout the school. The school achieves high achievement levels which may present a challenge in supporting change.
<p>Intent, rationale and focus</p>	<p>Intent: Address the school review panel recommendations in key directions for the next Strategic Plan. The school is trying to achieve the outcomes in line with the school motto: Learning for Life. The programs offered need to be relevant and progressive with modern theory and practices and prepare students for secondary schooling.</p> <p>Rationale: Our students, to a large degree, continue their education into tertiary level. We need to prepare them for the academic and social challenges which will come their way and support them to become socially responsible citizens of the future.</p> <p>Priorities: The COVID pandemic has increased our awareness of the uncertainties that exist. The DET focus on Goal Zero (Academic, / Engagement and Welfare) in 2021 will be carried forward into how we look at each focus during this Strategic Plan.</p> <p>Literacy and Numeracy will be the major areas of the curriculum which we need to keep relevant and up to date in the implementation. Consistency in pedagogy and the literacy/Numeracy instructional models and assessment to support these will be a focus.</p> <p>Reading - implementing a consistent current instructional model and assessment practices that inform teaching and learner.</p> <p>Strengthening approaches to wellbeing and engagement of our students.</p>

	<p>Maintaining already high results - many high achievers require extension to maintain engagement in learning.</p>
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Student Voice and Agency - providing genuine opportunities for students to be agents in their own learning and to enact change at a classroom, school and community level in appropriate ways.

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Goal 1	Improve student learning outcomes.
Target 1.1	<p>NAPLAN Meeting and Above Benchmark growth to improve in:</p> <ul style="list-style-type: none">• Reading from 78.3 per cent in 2019 to 84 per cent by 2024• Writing from 86.7 per cent in 2019 to 92 per cent by 2024• Numeracy from 85 per cent in 2019 to 91 per cent by 2024.
Target 1.2	<p>NAPLAN top two bands to improve in:</p> <p>Year 3:</p> <ul style="list-style-type: none">• Reading from 80 per cent in 2019 to 86 per cent by 2024• Writing from 70 per cent in 2019 to 76 per cent by 2024• Numeracy from 72 per cent in 2019 to 78 per cent by 2024. <p>Year 5:</p> <ul style="list-style-type: none">• Reading from 77 per cent in 2019 to 83 per cent by 2024• Writing from 44 per cent in 2019 to 50 per cent by 2024• Numeracy from 54 per cent in 2019 to 60 per cent by 2024.

Target 1.3	Teacher Judgment – growth (semester 1 to semester 1) to improve so that 75 / 80 per cent of students across P–6 make at and above expected growth in all measures of reading (75 per cent) and number (80 per cent).
Target 1.4	Staff Opinion Survey – to improve the per cent of positive endorsement for the following measures: <ul style="list-style-type: none"> • Teacher collaboration from 80 per cent in 2019 to 86 per cent by 2024 • Staff trust in colleagues from 83.1 per cent in 2019 to 89 per cent by 2024.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed consistent, evidence-informed instructional models across the school.
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a holistic approach to curriculum and assessment, linked to pedagogy.
Key Improvement Strategy 1.c Building practice excellence	Enhance the culture of teacher collaboration, involving reflection and feedback.
Goal 2	Improve student engagement.
Target 2.1	AToSS Survey – to improve the per cent of positive endorsement for the following measures: <ul style="list-style-type: none"> • Stimulated learning from 82 per cent in 2019 to 88 per cent by 2024 • Motivation and interest from 81 per cent in 2019 to 87 per cent by 2024 • Student voice and agency from 73 per cent in 2019 to 79 per cent by 2024.

Target 2.2	<p>Parent Opinion Survey - to improve the percentage of positive endorsement of the following measures:</p> <ul style="list-style-type: none"> • Student agency and voice from 91% in 2019 to 95% in 2024
<p>Key Improvement Strategy 2.a Intellectual engagement and self-awareness</p>	<p>Enhance student engagement and agency through authentic, purposeful learning experiences.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Implement a coherent approach to student voice and agency in learning.</p>
<p>Key Improvement Strategy 2.c Empowering students and building school pride</p>	<p>Develop and promote student leadership and citizenship in and beyond the school environment.</p>
Goal 3	<p>Improve student wellbeing.</p>
Target 3.1	<p>AToSS Survey – to improve the per cent of positive endorsement for the following measures</p> <ul style="list-style-type: none"> • Teacher concern from 65 per cent in 2019 to 70 per cent by 2024 • Resilience from 85 per cent in 2019 to 90 per cent by 2024 • Respect for diversity from 85 per cent in 2019 to 90 per cent by 2024 • Managing bullying from 84 per cent in 2019 to 89 per cent by 2024.

Target 3.2	Parent Opinion Survey – to improve the per cent of positive endorsement for the following measures: <ul style="list-style-type: none"> • Not experiencing bullying from 78 per cent in 2019 to 84 per cent by 2024 • Respect for diversity from 82 per cent in 2019 to 88 per cent by 2024.
Target 3.3	School staff survey – to improve the per cent of positive endorsement for the following measures: <ul style="list-style-type: none"> • School staff safety and wellbeing from 75 per cent in 2019 to 79 per cent by 2024.
Key Improvement Strategy 3.a Health and wellbeing	Embed a whole school approach to wellbeing.
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen effective partnerships with parents, carers and the wider community to enrich wellbeing, achievement and engagement.