# Chelsea Heights Primary School
## School Strategic Plan
### 2009 -2012

| Endorsement by School Principal | SIGNED: ..............................................
|---------------------------------|--------------------------------------------------
| NAME                            | Danny MULQUEEN                                    |
| DATE                            | ........................................................... |

| Endorsement by School Council   | SIGNED: ..............................................
|---------------------------------|--------------------------------------------------
| NAME                            | Daniel SUJICA                                     |
| DATE                            | ........................................................... |

| Endorsement by Regional Director (or nominee) | SIGNED: ..............................................
|----------------------------------------------|--------------------------------------------------
| NAME                                         | ........................................................................ |
| DATE                                         | ........................................................................ |
## School Profile

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide a supportive learning environment that equips our students with the necessary skills and knowledge to become effective members of the community.</th>
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<tbody>
<tr>
<td>Values</td>
<td>The values which <strong>underpin our actions</strong> are:</td>
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</tbody>
</table>
| Respect | - Look after self, others and environment.  
- Have and show consideration for other people; including other’s property, feelings, opinions and rights.  
- Have consideration and pride in yourself.  
- Treat others as you like to be treated. |
| Responsibility | - Take on roles and tasks within the school environment.  
- Work productively in a friendly manner  
- Work coherently in a group or with a team  
- Work together towards a common goal. |
| Cooperation | - Work, communicate effectively with others  
- Ownership of your own behaviour and learning  
- Care for the environment  
- Positive contributions to the community |
### Environmental Context

**Social – community and demographics.**

Growing social demographic changes since the 2001 census with data in the 2006 census revealing the disadvantage SEIP of 996 is much lower than adjacent areas of 1070 at Patterson Lakes to the South and 1069 Aspendale Gardens to the North. 27% of Chelsea Heights current adult population are out of the labour force. 25% of residents were born overseas and only 55% of the population speaks English as the only language in the home. (source City of Kingston)

School enrolment has dropped from 450 to 380 in the past five years with the decrease expected to continue before stabilizing around 350 students in two years time. The staff profile is changing with an ever increasing number of Graduate teachers joining staff. Few teachers are employed in leadership roles and significantly few males are employed as teachers.

**Educational.**

Successful in P and D accreditation in 2008 with average scores in mid nineties. Accepted as an exemplary school in eplanning with the Ultranet in 2008.

School is focussing on Mathematics improvement. In 2008 Level Four teachers have worked closely with a Teaching and Learning Coach. Michael Ymer has been employed as a Maths consultant and all students engaged in Mathletics programs.

ICT infrastructure extended and Smartboards used in all Years 3 to 6 classes.

Literacy remains the primary focus. Data from Prep to 2 reveals that 100% of Gr 2 students are reading with 90 – 100% accuracy at level 20 with three year trends indicating the cohort has moved from an initial low performing base.

**Physical environment.**

Strong parent support for grounds maintenance. $2.6 m upgrade completed in 2004 with classroom size extended in all fixed rooms from 50m2 to 80 m2. All rooms are air-conditioned. Areas of concern include spaces for Reading Recovery, coaching and mentoring, welfare and storage.
## Strategic Intent

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
</table>
|                  | Improve learning outcomes for all students in the English and Mathematics domains of the Victorian Essential Learning Standards. | • 70 percent of students Prep-6 to achieve at or above the expected Victorian Essential Learning Standards (grading of C, B or A) in English and mathematics by 2012  
• 10 percent of students prep-6 to achieve at least one year above the expected Victorian Essential Learning Standards (grading of B or A) for English and mathematics by 2012. | Build a differentiated curriculum that includes a school-developed model of explicit teaching.  
Enhance teaching practice in all domains with a whole school approach to curriculum delivery. |
| Student Engagement and Wellbeing | Improve student engagement in learning as students move through each level of the school. | • Student satisfaction as measured by attitudes to school variables  
• Classroom behaviour, to move from a mean of 2.56 to a mean of 3.1.  
• School connectedness to move from a mean of 3.88 to a mean of 4.29  
• Connectedness to peers to move from a mean of 3.95 to a mean of 4.25  
• Parent satisfaction variables of | Provide a safe and secure learning environment for all students with the provision of a whole school focus on making good choices and the building of positive relationships |
| Student Pathways and Transitions | | | **general satisfaction** to move from a variable of 5.74 to 5.9, stimulating learning to move from 5.66 to 5.8 and behaviour management to move from 5.23 to 5.6 |
| | | | - Reduce the average number of days absent per student by 1 day by 2012 |
| Student Pathways and Transitions | Broaden transition and learning pathways for all students from prep to year 6. | | **Parent satisfaction** as measured by the transition variable of the parent opinion survey to move from a mean of 5.54 to a mean of 5.75. |
| | | | Enhanced transition protocols and programs provide a seamless transition through the school. |
| | | | Progressively improved levels of parent, student and teacher satisfaction with the transition program as measured by school-developed assessment tools |
GOAL
Improve student engagement in learning as students move through each level of the school.

KEY IMPROVEMENT STRATEGY
Build a differentiated curriculum that includes a school-developed model of explicit teaching.

GOAL
Improve learning outcomes for all students in the English and mathematics domains of the Victorian Essential Learning Standards.

KEY IMPROVEMENT STRATEGY
Enhance teaching practice in all domains with a whole school approach to curriculum delivery.

GOAL
Improve student pathways and transitions for all students from prep to year 6.

KEY IMPROVEMENT STRATEGY
Enhance existing transition protocols and programs to provide a seamless transition through the school.

GOAL
Broaden transition and learning pathways for all students from prep to year 6.

KEY IMPROVEMENT STRATEGY
Provide a safe and secure learning environment for all students with the provision of a whole school focus on making good choices and the building of positive relationships.
## SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
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<tbody>
<tr>
<td>Build a differentiated curriculum that includes a school-developed model of explicit teaching.</td>
<td>2009</td>
<td>• Shared understanding of the school’s model of explicit teaching</td>
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<td></td>
<td>• Develop a school model of explicit teaching.</td>
<td>• ICT is fully integrated within curriculum development to enable personalised &amp; powerful learning.</td>
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<td></td>
<td>• Review teaching strategies and assessment tasks in speaking and listening prep-6</td>
<td>• Improvement in staff understanding of Number through a SWOT analysis.</td>
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<td></td>
<td>• Review teaching and learning in each mathematics dimension with an initial focus on number.</td>
<td>• Teachers use data to drive curriculum.</td>
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<td></td>
<td>• Set up On Demand testing.</td>
<td>• Teachers demonstrate a clear understanding of what explicit teaching looks like in Mathematics.</td>
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<tr>
<td>Enhance teaching practice in all domains with a whole school approach to curriculum delivery referenced by the assessment schedule.</td>
<td>2010</td>
<td>• Scheduled moderation sessions across the school within Level &amp; PD meetings</td>
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<td></td>
<td>• Build greater opportunities for teacher moderation across school levels to build consistency of teacher judgments prep-6 in Speaking and Listening and in Number.</td>
<td>• Transparent process &amp; supporting documentation available to staff within the student intervention process.</td>
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<td></td>
<td>• Develop and document a process to identify all students in need of support or extension in Mathematics and in English.</td>
<td>• Planning reflects Speaking and Listening focus.</td>
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<td></td>
<td>• Implementation of explicit teaching practice.</td>
<td>• Student speaking and Listening focus showcased and evident around school.</td>
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FINAL COPY 2009
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<thead>
<tr>
<th>Year</th>
<th>Activities</th>
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| 2011 | - Develop individual learning improvement plans for each identified student and provide the appropriate intervention support.  
- Build on the VCAA online testing program to gauge student achievement levels and to unpack Naplan data as part of team teaching.  
- Strengthen student engagement in their own learning by allowing each child to set individual learning goals and involve students in three way interviews as part of reporting to parents.  
- Student satisfaction as measure by the classroom behaviour, school connectedness & connectedness to peers.  
- All students have an individual learning goal.  
- The development of an electronic student learning profile with prep students which will record each student’s progress taking into account the relationship between academic learning and social/interpersonal skills. |
| 2012 | - Professional Learning Teams developed to review school performance in Student Learning.  
- School self assessment for review completed.  
- New Strategic plan developed. |
Enhance existing transition protocols and programs to provide a seamless transition through the school.

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<th>2009</th>
<th>2010</th>
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</table>
| - Review and document programs and protocols for school orientation and transition and establish common procedures throughout the school for student induction as students enter the school at year levels other than prep.  
  - Collect baseline data from surveys.  
  - Build on feedback from the community.  
  - Investigate connections and strong links with preschool and secondary settings and continue to build common understandings of pedagogy, assessment tasks, student culture and community expectations. | - Professional Learning teams will have commenced identification of improvement areas.  
  - Staff understand stakeholders areas of concern.  
  - Relations established with feeder groups and secondary colleges.  
  - Review current levels of satisfaction with induction and transition procedures by seeking feedback from teachers, parents and students and the local preschool settings and secondary colleges on an annual basis.  
  - Embed strong links with preschool and secondary settings and continue to build common understandings of pedagogy, assessment tasks, student culture and community expectations.  
  - Student engagement measured by the student morale and student distress variables of the attitudes to school survey.  
  - Reduce the average number of days absent in 25% of student body by 1 day.  
  - Documentation and events communicated through school website. |
| 2011 | • Investigate and develop mentor program to operate with new students.  
• Opportunities for cross unit professional discussion and orientation activities for students to support the transition process particularly from years 2 to 3 and 4 to 5 have been developed & documented.  
• Review and document programs and protocols for school orientation and transition and establish common procedures throughout the school for student induction as students enter the school at year levels other than prep. | • Trends in student engagement measured by the student morale and student distress variables of the attitudes to school survey.  
• Reduce the average number of days absent in 25% of student body by 1 day.  
• Developed awareness program for year 5 students to undertake before they commence being ‘buddies’ to new prep students.  
• CHPS website is reviewed on a regular basis and provides weekly updates on school events and activities. |
| 2012 | • Professional Learning Teams developed to review school performance in Student Learning. | • School self assessment for review completed.  
• New Strategic plan developed. |
Provide a safe and secure learning environment for all students with the provision of a whole school focus on making good choices and the building of positive relationships.

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<tr>
<th>Year</th>
<th>Student Engagement &amp; Wellbeing</th>
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| 2009 | - Development and Implementation of whole school approach to embed strategies* used to support a positive community.  
*You Can Do It Program  
*Values Education  
*Restorative Practices  
*Student leadership program  
- Challenging, engaging and supportive learning environment.  
- Continue encouraging parent involvement using current practices.  
- Review time of year for student survey.  
- Provide professional development to support staff in the ‘Physical, Personal and Social Learning’ strand.  
| 2010 | - Development and Implementation of whole school approach to embed strategies* used to support a positive community.  
*You Can Do It Program  
*Values Education  
*Restorative practices  
*Student leadership program  
- Provide professional development to support staff in the ‘Physical, Personal and Social Learning’ strand.  
| 2011 | - Refine and Implement whole school |

- Student engagement measured by the classroom behaviour, school connectedness and connectedness to peers variables of the attitudes to school survey  
- Reduce the average number of days absent in 25% of student body by 1 day.  
- Parent satisfaction as measured by the variables of general satisfaction, stimulating learning and behaviour management in the parent opinion survey.  
- Student satisfaction as measured 2008 compared to 2009.  
- Reduce the average number of days absent in 25% (50% of total) of student body by 1 day.
<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Result</th>
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<tbody>
<tr>
<td></td>
<td>approach to embed strategies* used to support a positive community.</td>
<td>absent in 25% (75% total) of student body by 1 day.</td>
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<tr>
<td></td>
<td>*You Can Do It Program</td>
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<tr>
<td></td>
<td>*Values Education</td>
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<tr>
<td></td>
<td>*Restorative practices</td>
<td></td>
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<tr>
<td></td>
<td>*Student leadership program.</td>
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<tr>
<td></td>
<td>• Provide professional development to support staff in the ‘Physical,</td>
<td></td>
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<tr>
<td></td>
<td>Personal and Social Learning’ strand.</td>
<td></td>
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<tr>
<td>2012</td>
<td>• PLTeams developed to review school performance in Student Learning.</td>
<td>• Parent satisfaction as measured by the variables of general satisfaction, stimulating learning and behaviour management of the parent opinion survey.</td>
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<tr>
<td></td>
<td></td>
<td>• Student satisfaction as measured by the classroom behaviour, school connectedness and connectedness to peers variables of the attitudes to school survey at the first quartile of survey.</td>
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<tr>
<td></td>
<td></td>
<td>• School self assessment for review completed.</td>
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<td>• New Strategic plan developed.</td>
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