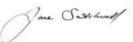


Chelsea Heights Primary School 3341 Strategic Plan 2017-2020

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| Endorsement Principal: Jane Satchwell  13/12/2016 | Re-Endorsement (if a Goal, KIS or Target is changed)[name] [date] | Re-endorsement (if a Goal, KIS or Target is changed)[name] [date] |
| School council: Phil Kimberlee  13/12/2016 |[name] [date] |[name] [date] |
| Delegate of the Secretary: Chris Chant  13/12/2016 |[name] [date] |[name] [date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| High standards: high expectations driven through the work of an active Professional Learning Community. | <p>Respect</p> <ul style="list-style-type: none"> 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. <p>Responsibility</p> <ul style="list-style-type: none"> 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. <p>Cooperation</p> <ul style="list-style-type: none"> Work, communicate effectively with others. Ownership of your own behaviour and learning. Care for the environment. Positive contributions to the community. | <p>CONTEXT</p> <ul style="list-style-type: none"> Chelsea Heights Primary School is located in a green belt between Frankston Freeway and the beach at Chelsea, within the Kingston Network of schools. Chelsea Heights Primary School (CHPS) has an enrolment of 393 students. The school is growing and 2017 indicative figures are around 420 students. The school currently supports 19 students funded under the Program for Students with Disabilities (PSD). <p>CHALLENGES</p> <ul style="list-style-type: none"> Student connectedness to school as evidenced in the 2016 Attitudes to School Survey responses Teacher judgement data does not reflect the true capabilities of our students as represented in NAPLAN Continually building teacher capacity as the needs of the students evolve and become more individualised Working towards being an accredited Professional Learning Community (DuFour) | <p>Intent: To work collaboratively to develop common and agreed high impact teaching approaches including an instructional model, curriculum that engages students in higher order thinking and assessment processes.</p> <p>Rationale: To personalise learning and provide quality feedback to students then achievement and learning growth rates in literacy, numeracy and critical and creative thinking will improve.</p> <p>Focus: Excellence In Teaching and Learning- Building Practice Excellence, Curriculum Planning & Assessment. Positive Climate for Learning- Empowering Students and Building school pride</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) |
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| To improve learning outcomes and achieve continuous learning growth for all students in literacy and numeracy. | <p>Excellence in Teaching and Learning:</p> <ul style="list-style-type: none"> Building Practice Excellence Curriculum Planning & Assessment | Consolidate whole school pedagogy and learning framework (I do, we do, you do), which uses a common & consistent language. | <p><i>To have all students deemed capable make one year or more growth as indicated by Victorian Curriculum and NAPLAN in both Literacy and Numeracy</i></p> <p>VICTORIAN CURRICULUM targets:</p> <ul style="list-style-type: none"> Increase the % of students F-6 above the expected level in Writing from 13% to 25% Increase the % of students F-6 above the expected level in Reading from 27% to 35% Increase the % of students F-6 above the expected level in Number & Algebra from 17% to 25% <p>NAPLAN relative gain targets:</p> <ul style="list-style-type: none"> Increase the % of Year 3-5 students making <i>high</i> relative growth in Writing from 25% to 35% Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading from 25% to 35% Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy from 30% to 40% |
| To build collaborative teams that support teachers to learn from and with each other to develop high impact teaching practices and shared responsibility for school improvement. | | <p>Improve the consistency of teacher judgements to ensure teachers are effectively using data in making accurate teacher judgments as a guide to ongoing instruction.</p> <p>Build a collegiate, professional and supportive working culture that deepens the capacity of all staff where there is a shared collective responsibility for improving student learning.</p> <p>Develop a whole school systematic response to intervention in Literacy and Numeracy</p> | |



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| <p>To deepen and strengthen students' learning motivation and sense of engagement in their learning</p> | <p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> - Empowering Students and Building School Pride | <p>Support student engagement by developing a rich curriculum that enables students to develop as independent thinkers and problem solvers.</p> <p>Develop a strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs.</p> | <ul style="list-style-type: none"> • By 2020 all variables on the Student Attitudes to School Survey to be at or above the 50th percentile range – focus on lowest variables; <i>Teacher Effectiveness, Stimulating Learning, and Teacher Empathy</i> • By 2020 the Student Attitude to Schools data will show a greater gender balance in the response |
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