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| <b>School Vision</b> | High standards: high expectations driven through the work of an active Professional Learning Community.  |
| <b>School Values</b> | <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• Look after self, others and environment.</li> <li>• Have and show consideration for other people; including other's property, feelings, opinions and rights.</li> <li>• Have consideration and pride in yourself.</li> <li>• Treat others as you like to be treated.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Take on roles and tasks within the school environment.</li> <li>• Work productively in a friendly manner.</li> <li>• Work coherently in a group or with a team.</li> <li>• Work together towards a common goal.</li> </ul> <p><b>Cooperation</b></p> <ul style="list-style-type: none"> <li>• Work, communicate effectively with others.</li> <li>• Ownership of your own behaviour and learning.</li> <li>• Care for the environment.</li> <li>• Positive contributions to the community.</li> </ul>   |
| <b>Context</b>       | <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• Chelsea Heights Primary School is located in the City of Kingston in the south-eastern suburbs of Melbourne approximately 30 kilometres from the Melbourne Central Business District. The school was founded in 1900.</li> <li>• The Student Family Occupation (SFO) category was 0.4267 and the Student Family Occupation Education (SFOE) index was 0.3376 in 2016–2019.</li> <li>• Enrolments at the time of the review were approximately 451 students. Over the past four years, enrolments increased by 68 students.</li> <li>• 13 (EFT 0.66) Education Support (ES) currently support 23 students funded under the Program for Students with Disabilities (PSD)</li> <li>• The school population includes 16 per cent Equity Funded students</li> <li>• Five students have been invited into the Victorian High Ability Program; 1x Level 6 Maths, 1x Level 6 English, 3x Level 5 Maths</li> <li>• Less than five percent of the school's enrollment over the period of the past Strategic Plan had identified as Koorie</li> </ul> |

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| <b>Goal 1</b>     | <b>2022 Priorities Goal</b>   |
| <b>Target 1.1</b> | <p><b>NAPLAN BENCHMARK GROWTH:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of students making high NAPLAN Numeracy Benchmark growth from from 5% to 10%.</li> </ul> <p><b>Teacher judgements in Maths:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of students working at or above level from 80.79% to 83.4%.</li> </ul> |

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| <b>Key Improvement Strategy:<br/>LEARNING</b> | <b>Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.</b>  |
| <b>Actions</b>                                | <ol style="list-style-type: none"> <li>1. Develop a Pyramid Response to Intervention.</li> <li>2. Embed and monitor the use of HITS, with a focus on differentiation.</li> <li>3. Refine our whole school approach to mathematics, with a focus on problem solving.</li> </ol>   |
| <b>Outcomes</b>                               | <p>Students in need of targeted academic support will be identified and supported.</p> <p>Teachers will plan for differentiation based on student learning data.</p> <p>Teachers will have a clear understanding of our whole school approach to maths.</p> <p>Facilitators will support teaching staff to build assessment and differentiation practices.</p> |
| <b>Success Indicators</b>                     | <p>Early indicators: Student feedback on differentiation and the instructional model, classroom observations and learning walks, student surveys.</p> <p>Late indicators: Student, staff and parent perception survey results, NAPLAN results.</p>   |
| <b>Activities and Milestones</b>              |  |
| <b>Term 1 – Term 2</b>                        | 1. Create an RTI document (including a visual) outlining the different tiers and elements within each.   |
| <b>Term 1</b>                                 | 2. Employ and define the roles of the intervention and disability and inclusion teachers.  |
| <b>Term 1 – Term 3</b>                        | 3. Provide professional learning to teachers to ensure strong and timely IEPs.   |
| <b>Term 1 – Term 4</b>                        | 4. Ensure ongoing monitoring of IEPs that includes student voice.  |
| <b>Term 1 – Term 3</b>                        | 5. Investigate current approaches to problem solving and design a common approach.   |
| <b>Term 1 – Term 4</b>                        | 6. Integrate the use of technology in the middle school area, particularly in the area of maths.   |
| <b>Term 1 – Term 4</b>                        | 7. Provide professional learning about differentiation.  |
| <b>Term 1 – Term 3</b>                        | 8. Use resources such as Maths 300 to develop a bank of low-floor, high ceiling tasks.   |
| <b>Goal 1</b>                                 | <b>2022 Priorities Goal</b>  |
| <b>Target 1.1</b>                             | <p><b>AToSS:</b></p> <ul style="list-style-type: none"> <li>• Sense of connectedness: Increase from 82% to 85%.</li> <li>• Perseverance: Increase from 71% to 75%.</li> <li>• Life Satisfaction: Increase from 73% to 78%.</li> </ul>  |
| <b>Key Improvement Strategy<br/>WELLBEING</b> | <b>Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.</b>  |

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| <b>Actions</b>                   | Students will develop stronger relationships with each other and strategies to support the mental health. Teachers will have a clear understanding of how to access services and support. Teachers will have a greater knowledge of their students' health/wellbeing through developmental portrait. Leaders will support the continuous development, documentation and revision of a multi-tiered D&I model.  |
| <b>Outcomes</b>                  | Students will develop stronger relationships with each other and strategies to support the mental health. Teachers will have a clear understanding of how to access services and support. Teachers will have a greater knowledge of their students' health/wellbeing through developmental portrait. Leaders will support the continuous development, documentation, and revision of a multi-tiered D&I model. |
| <b>Success Indicators</b>        | Early indicators: Documentation of frameworks, models and approaches, documentation of referrals and communication processes<br>Late indicators: Student, staff and parent perception survey results, attendance data, Nurture portraits.  |
| <b>Activities and Milestones</b> |  |
| <b>Term 1 – Term 3</b>           | 1. Create a visual representation of the CHPS Disability and Inclusion model.  |
| <b>Term 1</b>                    | 2. Allocate regular time in the professional learning schedule for these priorities.   |
| <b>Term 1</b>                    | 3. Organise PITW training for new staff members.   |
| <b>Term 2 – Term 3</b>           | 4. Complete an audit of our current practices using the Mental Health Menu.  |
| <b>Term 1 – Term 4</b>           | 5. Nurture trained staff to commence introducing whole school nurture practices.   |
| <b>Term 1 – Term 4</b>           | 6. Quality NCCD Data inputted regularly.   |
| <b>Term 1 – Term 2</b>           | 7. Create role description for DI ES (sensory, Nurture, Lego).   |
| <b>Term 1 – Term 4</b>           | 8. Employ Allied Health specialists based on student needs.  |

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| <b>Goal 2</b> | <b>Activate student Voice and Agency to improve student engagement.</b>                                 |
| Target 2.1    | Increase the Plan For Differentiated Learning factor in the Staff Survey from 76% to 80%.               |
| Target 2.2    | Increase the Professional Learning Through Peer Observation factor in the Staff Survey from 76% to 80%. |
| Target 2.3    | Increase the Use Student Feedback to Improve Practice factor in the Staff Survey from 59% to 70%.       |
| Target 2.4    | Increase the Teacher Concern factor in the AToS Survey from 79% to 82%.                                 |

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| <b>Key Improvement Strategy 2.a</b><br>Intellectual engagement and self-awareness | <b>Integrate metacognitive strategies into teaching and learning practices.</b>   |
| <b>Actions</b>  | 1. Clearly define what metacognition means throughout our school.<br>2. Embed the practices that drive metacognition.   |
| <b>Outcomes</b>   | Students will be involved in co-creating LI and SC.<br>Students will be able to reflect on their progress and set goals and outlines strategies.<br>Teachers understand the 'why' behind metacognitive practices.<br>Staff will have a shared understanding of metacognition and the practices that develop it.<br>Leaders will provide professional learning for teachers. |
| <b>Success Indicators</b>   | Early indicators: Classroom observations,<br>Late indicators: Student, staff and parent perception survey results.  |
| <b>Activities and Milestones</b>  |   |
| <b>Term 1 – Term 4</b>  | 1. Utilising Learning Specialist for observation and feedback.  |
| <b>Term 1 – Term 4</b>  | 2. Embedding practices the utilise 3 feedback questions, such as exit slips, reflections in journals, talk partners.  |
| <b>Term 1 – Term 4</b>  | 3. Each PLT builds a bank of resources that can be used to support metacognition.   |
| <b>Term 1 – Term 3</b>  | 4. Professional learning about how to incorporate metacognitive strategies through the gradual release model, in particular, the plenary.   |
| <b>Term 1 – Term 3</b>  | 5. Revitalise peer observation program  |
| <b>Term 1 – Term 4</b>  | 6. Learning walks by SIT scheduled using additional release timetable.  |

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| <b>Goal 3</b>   | <b>To develop systems to guide a global focus that engages students and improves student outcomes.</b> |
| Target 3.1  | Increase the amount of students making 1 year growth in the Intercultural Capability from 0 to 80%.    |
| Target 3.2  | Increase the focus on Real Life Problems factor in the Staff Survey from 76% to 80%.                   |
| Target 3.3  | Increase the amount of students making 1 year growth in the Ethical Capability from 0 to 80%.          |
| <b>Key Improvement Strategy 3.a</b><br>Curriculum planning and assessment | <b>Direct, guide, support, monitor and report on the school's global citizenship practices.</b>        |

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| <b>Actions</b>                   | 1. Audit the curriculum to determine the extent to which global citizenship is integrated sequentially through the school.<br>2. Gather baseline data about our school cohort, current practices and celebrations.                                  |
| <b>Outcomes</b>                  | Teachers will have engaged in professional learning about global citizenship and auditing our inquiry scope and sequence.<br>Leaders will have a clear understanding of the extent to which global citizenship is integrated throughout the school. |
| <b>Success Indicators</b>        | Early indicators: Timeline for actions throughout the year,<br>Late indicators: VC results in the Capabilities, student, teacher and parent survey results, increased staff understanding of the capabilities curriculum                            |
| <b>Activities and Milestones</b> |   |
| <b>Term 1 – Term 2</b>           | 1. Evaluate MAPPEN Program - What is working and what is not?   |
| <b>Term 3 – Term 4</b>           | 2. Use curriculum resources to create a 2 year scope and sequence.  |
| <b>Term 1 – Term 2</b>           | 3. Create a document to collect data about our school cohort, current practices and celebrations.   |
| <b>Term 1</b>                    | 4. Ensure celebrations are in the whole school calendar.  |
| <b>Term 2 – Term 4</b>           | 5. Source an artefact: large world map to acknowledge where we all come from.   |
| <b>Term 1 – Term 4</b>           | 6. Develop links to indigenous groups and community organisations.  |