

School Strategic Plan 2024-2028

Chelsea Heights Primary School (3341)



Submitted for review by Steven Capp (School Principal) on 22 October, 2024 at 12:29 PM

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School Strategic Plan - 2024-2028

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School vision	High standards: high expectations is the center piece of Chelsea Heights Primary School Our central why is to Foster Growth At Chelsea Heights Primary School, we uphold high standards and expectations, fostering growth in every individual and our entire school community. Our vision is to empower each member to reach their full potential through collaboration and support.
School values	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. Responsibility • Take on roles and tasks within the school environment. • Ownership of your own behaviour and learning. • Care for the environment.. • Work together towards a common goal. Cooperation • Be Helpful • Work, communicate effectively with others. • Positive contributions to the community.
Context challenges	Chelsea Heights Primary School is located in South Eastern Victoria, 30km south of Melbourne and was originally established in 1900 in what the area was then known as the Carrum Swamp. The current buildings are extensive and well developed, including true flexible learning spaces allowing individual class learning spaces and easy cross cohort integration when appropriate. The school's population consists of: 427 students and a staffing profile of 38.97 FTE staff for 2022 and an SFO index of 0.3061. Eleven student identify as ATSI (Aboriginal and Torres Strait Islanders) and sixteen students with English as an additional language (EAL). The staffing profile consists of two Principal Class members, three learning specialists: 1 full time for wellbeing, 1 0.5 for

	curriculum coaching, 1 full time classroom teacher responsible for senior school curriculum. Two part time learning tutors, 0.8 and 0.7 (literacy specialists). The school employs 8.97 FTE education support staff consisting of 15 Integration Aides and 2 admin staff. The end of 2022 saw the appointment of a new substantive Principal after a number of acting roles at the leadership level and a relatively new structure to begin 2023. High Standards: High Expectations is at the core of Chelsea Heights Primary School underpinned by the values of Respect, Cooperation and Responsibility. The community is cohesive and aligned behind the school's strategic direction and goal to make Chelsea Heights the best possible learning environment for all students. Chelsea Heights Primary School is determined in its focus of implementing evidence informed approaches to all learning and wellbeing areas to drive the school forward and continue a rich learning environment for all students. The school has worked to implement a Multi-Tiered Support System to Literacy and Wellbeing and caters to all students informed by inclusive practices. The school has Visual Arts, ICT, Physical Education and Japanese programs. Chelsea Heights Primary School promotes leadership and sustainability and has worked as a community to promote sustainable gardens and a culturally inclusive environment. The playground integrates the natural environment and modern-day play equipment to ensure a spacious stimulating play environment. Challenges CHPS found that further work needs to be undertaken to build a whole school curriculum approach to further support explicit teaching and learner agency. The school needs to broaden its multi-tiered systems (MTSS) of support to social and emotional wellbeing. Improve assessment systems for MTSS and align teacher judgement more closely with appropriate standardised assessments Engage community in learning and work to continue to reduce unexplained absence.
Intent, rationale and focus	INTENT Improve Literacy and Numeracy outcomes for every student Improve student outcomes in social and emotional wellbeing. RATIONALE An analysis of the school's NAPLAN and school-based benchmarking data identified a proportion of students demonstrating low to medium growth in literacy. The percentage of students in the top two bands in Year 3 were not

retained into Year 5. The panel identified extending excelling students in terms of increasing percentages of students achieving in the strong and exceeding proficiency level at Year 3 and Year 5 and achieving above age expected level teacher judgements as areas requiring focus for the next SSP. The panel found variance between teacher judgement and external assessment and recommended further adaptive testing to ensure accuracy. Building capabilities in data analysis to further differentiate learning, track individual children and develop and implement appropriate levels of challenge were identified by the panel as important strategies designed to achieve the proposed goal and its targets.

The panel found the school desired to further develop and implement a range of adjustments to the curriculum and well-being approaches to further enhance the opportunities for success in a socially and culturally diverse demographic to enhance inclusiveness across the school. This included further development of approaches and documentation to ensure consistent practice in learning and wellbeing. It was also felt that there should be a focus on self-regulation regarding well-being in terms of resilience, absences, emotional awareness and well-being. Building capabilities to enhance staff capabilities in tracking adjustments for individual students were seen by the panel as important strategies to achieving the goal and its targets.

Chelsea Heights Primary School will be prioritising building a clear and consistent understanding of building a curriculum that supports explicit teaching and the science that sits behind how students learn.

The school will be building students' agency by educating them about what behaviours result in maximum impact for learning.

The school will be fine tuning screening and formative assessment practices to support learning under a multi-tiered systems of support (MTSS) model.

CHPS will also be engaging and educating the community to support evidence informed learning as well as working together to reduce unexplained absences.

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Goal 1	Improve Literacy and Numeracy outcomes for every student
Target 1.1	By 2028, increase the percentage of students, based on a 4-year rolling average in the NAPLAN Year 3 exceeding proficiency levels in: • Reading from 35% (2024) to 40%. • Writing from 18% (2024) to 23%. • Numeracy from 27% (2024) to 32%. By 2028, increase the percentage of students, based on a 4-year rolling average in the NAPLAN Year 5 strong and exceeding proficiency levels in: • Reading from 67% (2024) to 71%. • Writing from 71% (2024) to 76%. • Numeracy 76% (2024) to 81%.
Target 1.2	By 2028, increase the school mean of students in Year 3 and Year 5 based upon a 4-year rolling average in PAT adaptive testing from 2023 benchmarks in: • Year 3 ○ Reading from in 116.0 (2023) to 120.9 ○ Numeracy from 119.1 (2023) to 124.66 • Year 5 ○ Reading from 129.4 (2023) to 129.5 ○ Numeracy from 126.6 (2023) to 133.3

Target 1.3	By 2028, increase the percentage, based upon a 4-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level will increase in: • Reading from 46% (2023) to 51% • Writing from 20% (2023) to 25% • Number from 36% (2023) to 41%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capabilities of staff to use data to understand and utilise evidence to inform planning and teacher classroom practice
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Ensure all teachers are supported through structured coaching and professional learning to utilise High Impact Teaching Strategies (HITS) consistently and effectively.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed the Victorian Curriculum 2.0
Goal 2	Improve student outcomes in social and emotional wellbeing.

Target 2.1	By 2028, decrease the percentage of F-6 students with 20+ days absent from 35% (2023) to 30%.
Target 2.2	By 2028, increase the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey (AtoSS) measures: • Managing Bullying from 84% (2024) to 89% • Sense of Connectedness from 84% (2024) to 89% • Perseverance factor from 76% (2024) to 81%.
Target 2.3	By 2028, increase the percentage of parents reporting positive endorsement in in the following Parent, Guardian and Care Givers Opinion (PGCOS) survey measures: • Managing Bullying from 69% (2023) to 74% • Promoting Positive Behaviour from 82% (2023) to 87% • Respect for Diversity factor from 72% (2023) to 77%. • Non- experiencing bullying from 67% (2023) to 72%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop staff understanding and document a school wide student social and emotional wellbeing strategy.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to	Embed the Multi-Tiered School Support (MTSS) model to ensure effective support and success for Tier 2 and Tier 3 learners.

support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff capabilities to implement 'reasonable adjustments' to curriculum implementation.