

School plan 2018-2020

Chertsey Primary School 4398



School background 2018–2020

School vision statement

At Chertsey Primary School, teachers, students and parents work together to empower students to become confident lifelong learners in a caring and inclusive environment.

School context

Chertsey Primary School has a current enrolment of 231 students, including 14% Aboriginal and Torres Strait Islander students. There are 8 mainstream classes and 5 support classes (2 for students with hearing impairment, 1 class for Autism and 2 Multi Categorical classes for students with autism and other special needs).

The school fosters strong community support and involvement with an established reputation for close ties to the community. Chertseydale Cottage is an integral part of the Springfield community and provides many services. The school enjoys a strong partnership with the Local Tjudabaring AECG supporting our Aboriginal community and works in partnership with our Erina Learning Community.

Chertsey Primary School has high expectations for student engagement and achievement. The school provides programs such as Language, Literacy and Learning (L3), Focus on Reading 3 – 6 (FoR), Additional learning and support groups, Language Other Than English (LOTE) –AUSLAN and quality learning and support programs to engage learners of all abilities. Students are taught to think creatively and critically, to communicate effectively and to cooperate and build positive interpersonal relationships using the Positive Behaviour for Learning (PBL) Framework.

Chertsey Primary School is situated amongst the residential area of Springfield. Students make use of large grounds to enjoy physical activities.

School planning process

The school was involved in External Validation in 2017 and the evidence of impact was matched to the School Excellence Framework to determine our key areas for growth and future steps.

The school planning process was designed in consultation with the whole school community.

Focus groups with students and parents were conducted through formal and informal surveys which were analysed by executive staff. This included written surveys, phone conversations and meetings.

The P & C and local AECG were involved in discussions about school priorities. Staff Development Days, involving community members, brainstorming and reflecting upon and prioritising the needs of Chertsey Primary School.

Staff evaluated current programs and practices and the school Self Assessment Team examined all available student and staff data along with key departmental documents. Information was gathered and examined from the Premier's State's and Department priorities and research was examined to determine what was making the most difference to student performance.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 LEARNING

Purpose:

To ensure all students have a strong foundation in literacy and numeracy and in all Key Learning Areas as a result of high quality teaching practices and individual targeted teaching instruction.

SEFV2 links (but not limited to this direction)

Learning Domain – Learning culture, Assessment, Student performance measures, Curriculum

Teaching Domain – Learning and development, Data skills and use, Effective classroom practice

Leading Domain – Educational leadership

STRATEGIC DIRECTION 2 WELLBEING

Purpose:

To ensure students are happy and engaged in learning and school life. Students take responsibility of self and demonstrate acceptance of others.

SEFV2 links (but not limited to this direction)

Learning Domain – Wellbeing, Curriculum

Teaching Domain – Effective classroom practice

Leading Domain – Management practices and processes, Educational leadership, School resources

STRATEGIC DIRECTION 3 COMMUNITY

Purpose:

To ensure our community remain supportive, cohesive and inclusive with a focus on providing the best education for our students.

SEFV2 links (but not limited to this direction)

Learning Domain – Learning culture, Wellbeing, Reporting,

Teaching Domain – Learning and development

Leading Domain – Educational leadership, Management practices and processes

Strategic Direction 1: LEARNING

Purpose

To ensure all students have a strong foundation in literacy and numeracy and in all Key Learning Areas as a result of high quality teaching practices and individual targeted teaching instruction.

SEFV2 links (but not limited to this direction)

Learning Domain – Learning culture, Assessment, Student performance measures, Curriculum

Teaching Domain – Learning and development, Data skills and use, Effective classroom practice

Leading Domain – Educational leadership

Improvement Measures

Increase the % of students in the top 2 bands by 10% in reading. by 2020; Year 3 – 33% to 43% , Year 5 – 26% to 36%, Year 7 – 17% to 27%. In numeracy by 2020; Year 3 – 28% to 38%, Year 5 – 23% to 33%, Year 7 – 14% to 24%.

Increase the % of Aboriginal students in the top 2 bands by 35% in reading by 2020. Year 3 – 25% to 60%, Year 5 – 50% to 85%, Year 7 – 0% – to 35%. In numeracy by 2020; Year 3 – 25% to 60%, Year 5 – 25% to 60%, Year 7 – 0% – 35% (where data is statistically significant)

The percentage of students achieving expected growth increases from Year 3 to 5 in reading from 58.3% to 65% and Year 5 to 7 53.8% to 65%. In numeracy 25% to 60% from Year 3 to 5 and Year 5 to 7, 60% to 75%.

People

Students

Are motivated to deliver their best and continually improve.

Have the skills to self assess, provide feedback and set goals to improve their own learning.

Staff

Have the knowledge and commitment to implement high quality teaching and assessment strategies.

Have the capacity to respond to student feedback, set student goals and differentiate learning.

Leaders

Have the skills to coordinate processes that support quality teaching in every classroom and builds the capacity of all staff.

Parents/Carers

Value education and high expectations, and understand the part they play in a shared responsibility for student learning.

Community Partners

Understand the contribution they make to student learning and feel valued for their contributions.

Processes

Implement high quality research driven professional development in curriculum and quality innovative practices to engage and challenge students learning.

Evaluate, review and develop systems related to learning, assessment and tracking to ensure responsive teaching.

Implement a whole school community practice that demonstrates aspirational expectations of learning progress and achievement for all students.

Evaluation Plan

Analysis of NAPLAN / SMART data

Lesson plans and teaching programs

Scout data

PDP's / professional development

Observational rounds

Attendance data

MyPL

PLP's

ILP's

TTFMS and school based surveys

Staff meetings and minutes

Practices and Products

Practices

Feedback from students on their learning informs further teaching and determines student goals.

Teaching is dynamic reflecting contemporary teaching practices supported by quality professional learning.

All staff consistently analyse school and external assessment data to provide individual adjustments and differentiated learning experiences.

Products

Teaching focuses on continual improvement in literacy and numeracy and is linked to quality teaching resulting in learning that is personalised, innovative and engaging.

Professional learning focuses on continual improvement in teaching practice and builds the capacity of every teacher to implement the most effective strategies that lead to improved student results.

Strategic Direction 2: WELLBEING

Purpose

To ensure students are happy and engaged in learning and school life. Students take responsibility of self and demonstrate acceptance of others.

SEFV2 links (but not limited to this direction)

Learning Domain – Wellbeing, Curriculum

Teaching Domain – Effective classroom practice

Leading Domain – Management practices and processes, Educational leadership, School resources

Improvement Measures

Increase 2017 baseline data from 80% to 90% or above by 2020 with students receiving levels 4 or 5 recognition levels on PBL Chester cards meeting school behavioural expectations.

Data from TTFM survey will show an increase each year in the elements of students having positive relationships at school and a sense of belonging. (baseline data August 2018)

People

Students

Recognise that they are responsible for their own choices and behaviour and understand the importance of positive relationships at school.

Staff

Understand that wellbeing, engagement and learning are related and have the capacity to provide a consistent and explicit approach when developing every student's social and emotional wellbeing.

Leaders

Have the capacity to promote and implement a consistent whole school approach to wellbeing that has clearly defined behavioural expectations resulting in an inclusive and respectful environment.

Parents/Carers

Understand the importance of positive and respectful relationships in the school community and value school expectations.

Community Partners

Understand the contribution that they make to student wellbeing through the sharing of skills and expertise.

Processes

Implement a whole school approach to student wellbeing that includes positive and connected relationships to ensure optimal conditions for student learning and engagement.

Review and further develop evidence based whole school practices that result in improved behaviour management and emotional intelligence.

Evaluation Plan

TTFMS and school based surveys

Attendance data

Scout data

PBL resources and data

Suspension rates

Focus groups

Staff meetings and minutes

Practices and Products

Practices

Staff, students and community partners consistently display respectful and responsible behaviour and emotional intelligence including resilience and acceptance.

Staff implement a structured process to support the wellbeing and social, emotional, behavioural and academic choices of all students.

Students requiring additional support are identified and provided with individual and differentiated programs in consultation with parents and community.

Products

Positive respectful relationships are evident and wide spread among students and staff and promote student wellbeing.

Classrooms and other learning environments are well managed with a consistent, school wide approach resulting in increased student engagement and maximum teaching time.

Students demonstrate measurable improvements in wellbeing and engagement as a result of targeted and responsive support.

Strategic Direction 3: COMMUNITY

Purpose

To ensure our community remain supportive, cohesive and inclusive with a focus on providing the best education for our students.

SEFV2 links (but not limited to this direction)

Learning Domain – Learning culture, Wellbeing, Reporting,

Teaching Domain – Learning and development

Leading Domain – Educational leadership, Management practices and processes

Improvement Measures

Data from the TTFM surveys will show that all parents feel informed, supported, welcome, included and enjoy participating which will meet or exceed the state norm. (baseline data from August 2018)

Increase in parent engagement through use of our school website from December 2017 30.2% views to 50.2%, facebook from December 2017, 59% page views to 79% and an increase from 2017 average of 78% to 85% in attendance at school events.

People

Students

Have the confidence and skills to contribute to the positive culture of the school in the wider community.

Staff

Value the importance and contribution of our community partnerships and recognise the impact this has in student engagement.

Leaders

Understand the impact of effective communication and strong community partnerships.

Parents/Carers

Feel valued as a partner in school culture and have the confidence to engage in productive interactions with the school and in turn the wider community.

Community Partners

Understand their active contribution leads to student and school success.

Processes

Strengthen communication processes that celebrate school success and implement opportunities for community consultation to increase student outcomes.

Implement a whole school approach to building strong partnerships with the school community and external agencies to benefit the school and community.

Evaluation Plan

P&C meetings

TTMS

Social media data

Scout data

Website engagement

Participation rates

Newsletters

Annual Report

Staff retention rates

Student retention rates

Focus groups

Staff meetings and minutes

Practices and Products

Practices

Communication channels are positive and varied with multiple opportunities to engage the community in open discussions and joint experiences that promote student and school success.

School and community agencies (AECG and P&C) work together to build a strong positive and productive partnership that best supports students and their families.

Products

The school and its community regularly engage in decision making practices and come together to learn and celebrate.

The community feel well informed about all aspects of school life.

The school is recognised as a leader in the delivery of quality education and wellbeing programs across the wider community.