

# Strategic Improvement Plan 2021-2024

## Chertsey Primary School 4398



# School vision and context

## School vision statement

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Chertsey Primary School strives for excellence where students, staff, caregivers and external agencies work in partnership to maximise student's potential in an inclusive, nurturing environment that is connected to culture.

## School context

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Chertsey Primary School is a co-educational school, situated in Springfield on the Central Coast, consisting of mainstream and support classes. The school site boasts large green open spaces with two distinct playground areas both consisting of play equipment. Chertsey has an under cover learning space, school garden, basketball courts, a large field, computer lab and a well equipped library.

Chertsey Primary School has strong connections with our local educational partners, AECG Tjudibaring and the Erina Learning Community of schools. Fifteen percent of our students are Aboriginal and/or Torres Strait Islander.

The school has a separate learning and community space called Chertseydale Cottage which hosts a before and after school care facility, CHOOSH. Chertsey employs a school chaplain who works with students, parents and staff and utilises the community space in the cottage. The cottage is also available for community groups to hire. The cottage will be refurbished during this school plan and the vision for the new cottage will be to create a space that will continue to build the community partnerships, be a place of belonging for our local community and where all members can come together to learn and grow from and with each other.

Chertsey Primary School is a small school with a big heart. We focus on ensuring that students feel safe, secure and have a positive sense of belonging as we know that this coupled with a strong home-school partnership, students will flourish cognitively, socially, emotionally, spiritually and physically.

After an authentic situational analysis and in consultation with the community and Aboriginal Education Consultative Group (AECG), our strategic directions are: Thrive - Excellence in Student Growth and Attainment, Flourish - Excellence in Wellbeing and Unite - Excellence in Community Partnerships. Our initiatives are: quality literacy and numeracy education, systems and processes, Positive Education, Aboriginal education, wellbeing systems and processes, strengthen home-school partnerships and strengthen community partnerships.

# Strategic Direction 1: Student growth and attainment

## Purpose

To build strong foundations for academic success by developing evidence-based teaching practices which are responsive to the learning needs of students.

## Improvement measures

### Target year: 2022

Top 2 bands NAPLAN reading increases from 29.4% (baseline) to 36.2% (lower bound target)

Top 2 bands NAPLAN numeracy increases from 19.3% (baseline) to 26.4% (lower bound target)

### Target year: 2023

Expected growth NAPLAN reading increases from 46.7% (base line) to 56.5% (lower bound target)

Expected growth NAPLAN numeracy increases from 27% (base line) to 46.6% (lower bound target)

### Target year: 2024

Increase the number of Year 3 students achieving correct answers in the Check-In Assessment in reading from baseline 59.9% to 80%.

Increase the number of Year 5 students achieving correct answers in the Check-In Assessment in reading from baseline 48% to 68%

Increase the number of Year 3 students achieving correct answers in the Check-In Assessment in numeracy from baseline 59% to 80%.

Increase the number of Year 5 students achieving correct answers in the Check-In Assessment in numeracy from baseline 41% to 61%.

Aboriginal students will achieve at or above expected growth in reading and numeracy.

## Initiatives

### Quality Literacy Education

Commitment to excellence in literacy education:

Delivery of high impact professional learning to enhance teacher instructional practices in literacy.

Teachers are supported to engage in explicit teaching practices that achieve measurable growth for students in reading, writing and spelling.

Classroom level interventions (Tier 1 and Tier 2) support students across all levels of achievement.

### Quality Numeracy Education

Quality Numeracy Education:

Commitment to excellence in numeracy education.

Teachers engage in instructional practices that are explicit and enhanced through collaboration with colleagues.

Programming structures are established to support the development and delivery of quality lessons with learning intentions/success criteria, explicit teaching and differentiation as an expectation for every lesson.

Enhance teaching practice through the provision of high impact, evidence based professional learning.

### Quality Systems and Processes

Effective systems and processes for data collection and analysis to enhance curriculum delivery:

Centralised data collection systems are developed to streamline this process and enhance the ability of staff to access this information.

Data skills and use are developed through professional learning and mentoring with an embedded process of data meetings held twice each term to inform the direction of teaching and learning.

## Success criteria for this strategic direction

A whole school approach to quality teaching, curriculum planning, delivery and assessment that is responsive to the needs of all students. (SEF - Curriculum, Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit, evidence-based teaching methods. (SEF - Effective classroom practice)

Student assessment data is used school wide to measure student progress, to reflect on teaching effectiveness and inform future learning and school directions. (SEF - Data skills and use)

Staff are committed to ongoing professional learning and the implementation of whole school literacy and numeracy initiatives to improve practice and enhance student achievement.

There are explicit systems for collaboration and feedback, guided by the IL, to sustain quality teaching practice. (SEF - Learning and Development)

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Scout/NAPLAN data

Literacy and Numeracy Progressions data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Teaching and Learning Programs monitored and evaluated each term for evidence of data informing classroom practice with ongoing adjustments.

Progressive Achievement Test data

School Excellence Framework Self-Assessment

# Strategic Direction 2: Flourish - Excellence in Wellbeing

## Purpose

To maximise student learning outcomes in cognitive, social, emotional, spiritual and physical elements. We will further develop and refine our whole school and individual wellbeing approaches to ensure that we focus on proactive methods that are responsive to the needs of individual students.

## Improvement measures

### Target year: 2022

Students attending 90% or more of the time will increase from the baseline target 58.6% to 77% (lower bound).

Aboriginal and Torres Strait Islander students attending 90% or more of the time will increase from the baseline target 59.9% to 77%.

### Target year: 2022

Students reporting positive wellbeing will increase from the baseline target to 83.5% (lower bound).

### Target year: 2024

All Aboriginal students reporting that they agree or strongly agree that they feel good about their culture (baseline 83%).

All Aboriginal students reporting that they strongly agree that teachers understand culture (baseline neither agree/disagree 25%, agree 25%, strongly agree 50%).

## Initiatives

### Positive Education

Positive education is an evidenced based approach to wellbeing that is based on the tenets of positive psychology. It is a comprehensive framework for understanding wellbeing as well as a foundation for improving wellbeing.

- Professional learning on the positive education mindset and approach to wellbeing.

### Aboriginal Education

Embed a learning culture of positive education that enables all students from a variety of cultural backgrounds and teachers to feel valued, supported and have a sense of belonging. The educational outcomes for Aboriginal and Torres Strait Islander students will be as good as or better than those of the general student population of New South Wales.

- Strengthen staff knowledge and skills of local Aboriginal culture and histories through PL to create opportunities that strengthen the home to school partnership.
- Use data regularly to identify areas of strength and development to ensure that approaches are analysed, refined, implemented and evaluated to ensure that we are meeting the needs of all students.
- Staff embed Aboriginal perspectives in teaching and learning programs.
- Students understand the heritage and culture of the Aboriginal Peoples on whose land/s they live.
- All students have an understanding of Aboriginal heritage and culture and the history of the interaction between Aboriginal and non-Aboriginal Peoples.

### Wellbeing Systems and Processes

Ensure that a positive mindset and approach will enhance the school's wellbeing systems and processes so that all

## Success criteria for this strategic direction

All staff can articulate the positive education mindset and approach.

Analysis of internal data every 5 weeks to determine progress and review future directions.

Teachers collaboratively refine, develop and document approaches to wellbeing.

Employment of an Aboriginal Education Worker. AEW begins to develop and maintain strong authentic connections with our Aboriginal community and helps to build an authentic partnership between school and home.

A variety of opportunities to celebrate with our Aboriginal community to foster stronger partnerships.

Teaching and learning programs have Aboriginal perspectives embedded.

Increased parent attendance at information sessions conducted to inform the school community of Positive Education and refinement of wellbeing approaches.

Refinement and development of wellbeing approaches due to collaboration and consultation with students, staff and parents.

Increased engagement, wellbeing and academic outcomes.

Increased engagement with our school community.

Aboriginal and Torres Strait Islander students will confidently express and demonstrate their knowledge of the cultures of their own Peoples as well as their achievement of western education.

Chertsey will demonstrate that they value the identity, culture, heritage and languages of our Aboriginal students.

Staff will demonstrate that they believe the parents of Aboriginal students have high aspirations for their children; and that they believe the Aboriginal students

## Strategic Direction 2: Flourish - Excellence in Wellbeing

### Initiatives

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students are effectively catered for at their point of need.

- Parent information sessions on positive education and wellbeing practices to allow transparency and strengthen partnerships regarding wellbeing.
  - Professional learning on 'Using the Wellbeing Framework for School Excellence' to identify strengths and areas for development.
  - Refine our approaches to connect authentically with our Aboriginal families so parents and carers feel that the school is a safe environment.
  - Collaboratively planning with all key stakeholders to inform our refinement of systems and processes.
  - Review and adapt systems and processes to ensure reliable, triangulated data is used to evaluate growth over time, achievement of student wellbeing and academic outcomes and refine when needed.
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### Success criteria for this strategic direction

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they teach are able to achieve their aspirations.

Student attendance rates rise, students are proud of their culture and strongly agree that their teachers understand culture.

### Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

Attendance data

Tell Them from Me surveys in positive behaviour at school, positive relationships, sense of belonging, interest and motivation, I feel good about my culture, teachers understand my culture and positive teacher-student relations.

Parents and community members attendance at school cultural events increase.

# Strategic Direction 3: Unite - Excellence in Community Partnerships

## Purpose

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To create and maintain a safe and inclusive environment within the school and foster positive relationships with the school community. Partnering with our school and wider community with a shared vision of high expectations and values. Promotion of this unity is embedded and all key stakeholders know and believe that their active contribution leads to student and school success by providing all students with the best educational opportunities to become confident, respected and engaged life long learners.

## Improvement measures

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### Target year: 2022

Parents' participation and feeling informed at school increases to 6.4% as measured by Tell Them From Me surveys.

### Target year: 2024

Parent satisfaction in feeling connected and welcomed by the school increases to 7.4% (baseline 6.2%) as measured by Tell Them from Me surveys.

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## Initiatives

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### Strengthen Home-School Partnerships

Creating meaningful partnerships with parents/carers to enhance connections and engagement with school:

Promote participation in P&C to create opportunities for parent/carer involvement in school decision making and events.

Opportunities for workshops/information sessions to strengthen parents/carers understanding of curriculum (and other school initiatives and programs) to improve their ability to support learning at home.

Parents provided with opportunities to connect with school through involvement in school events.

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### Strengthen Community Partnerships

Creating meaningful partnerships with the community to enhance connections and engagement with school:

Community participation in programs run by school chaplain.

Collaborative partnerships with Aboriginal Community, Tjudibaring and Aboriginal families with involvement in the design and implementation of authentic Aboriginal and Torres Strait Islander programs.

Partnerships with external and government agencies that promote positive wellbeing for all key stakeholders.

Continue to foster the pre-existing partnership with Chertseydale Cottage Incorporated.

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## Success criteria for this strategic direction

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The partnership is built with the goal of excellence in educating all students in a safe, inclusive and nurturing environment.

Parents and carers of Aboriginal children will find schools welcoming and respectful places.

Parents/carers and the community engage in regular, honest and proactive communication and the school is a safe and welcoming environment where large numbers of key stakeholders participate in programs, school events and their children's classroom and education.

Parents participate in genuine partnerships with the school, contributing and assisting the school with planning, reflecting and future direction.

Chertsey Primary school is promoted as "The School of Choice" in the community and amongst parent groups.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

TTFM Survey

Seesaw- increased parent connection and engagement

Community surveys

P&C meeting attendance

Active parent involvement in school programs e.g. assemblies, parent helper workshops, Aboriginal and Torres Strait Islander programs

Newsletter / school stream / website e.g. active hits and downloads.

### **Evaluation plan for this strategic direction**

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Evidence of parent participation and involvement in workshops and school programs and events

Evidence of community engagement in AECG and Aboriginal and Torres Strait Islander programs within the school

Positive partnership and implementation of community programs with Chertseydale Cottage Incorporated. Community attendance and feedback.

School Excellence Framework Self-Assessment