

School Strategic Plan for Chewton Primary School 1054 2014-2017



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

<p>Purpose</p>	<p>At Chewton Primary School our Purpose is to:</p> <ul style="list-style-type: none"> • Foster a culture of inclusiveness and community participation. • Provide a strong commitment to the needs and welfare of each student as an individual. • Nurture and reward academic excellence in a diverse curriculum. • Encourage children to support, respect and care for each other. • Ensure our students have voice in school decision making. • Develop a strong focus on student health and wellbeing. • Promote sustainable practices within our school culture, operations and curriculum. <p style="text-align: center;">‘Nurturing the whole child in every child.’</p>
<p>Values</p>	<ul style="list-style-type: none"> • Respect • For self, others, property and environment • Using good manners, listening and being aware of the rights of others • Resilience • Lifelong learning, encompassing and conveying a sense of accomplishment – ‘having a go’ • Strategies for bouncing back from difficult situations • Achievement • Progression, in all areas of development, cognitive, emotional, social and physical • Sense of accomplishment in learning • Community • Work and play together across the school • Acceptance and sense of belonging • Strong and active partnerships between students, staff, families and the community. • Active participation in all structures, networks – class, whole school, family and community. • Integrity • Be honest, even if you are in the wrong • To consistently uphold the values of this school

Environmental Context

Chewton Primary School is located in Chewton, a small town close to Castlemaine. The school was established in 1870 and has been in the existing building since 1911. The school draws enrolments from local towns and wider Castlemaine districts. The school sits in an attractive bush setting with substantial play areas including asphalt, artificial turf, adventure playground, sandpits, creative play space and passive areas. There is a well-established vegetable garden and orchard area. Considerable effort is made to ensure that the buildings and grounds are attractive and functional learning environments for children.

The current 2014 enrolment is 39. These numbers can vary dramatically during a year with a low point of 19 students by then end of 2011. The local community appears to be building confidence in our school and we are seeing more enrolments from the Chewton township itself. The school currently runs 2 classes comprising a prep/one/ two class and a three/four/ five/six class. With increasing numbers and confidence that this trend will continue into the future, the school has made some decision as to the best way to staff classes. With a strong focus on numeracy a decision has been made to split the 3-6 class for 5 of the 6 hours of numeracy teaching. A split also occurs for p-2 for 2 of the 6 hours. Time has also been allocated to literacy intervention and student leadership teams. Grade structure and classroom support decisions need to be made on yearly basis in line with student number trends.

The school places a strong emphasis on providing a diverse and creative curriculum with in the AusVELS framework. All classes have specialist music, library, art and Chinese /Mandarin Classes. Additional programs include literacy support, student welfare, sustainability groups, swimming, bike education, ICT skills, instrumental program, camps and excursions, involvement in district sporting activities, cluster maths days and small school cluster group days.

Our enrolments come from several local kindergartens and child-care centres. Our SFO index of .6339 has remained relatively stable over the last few years . We have 78% of present families entitled to receive the Education Maintenance Allowance and just 13% of families listing their family occupation group as professional or business.

Our school has made a commitment to student welfare and sustainability initiatives. We are currently working towards being an accredited 'KidsMatter' school. Our school community places a large emphasis on the wellbeing of our students. We have parent, student and staff representation on our Welfare subcommittees. We have a strong focus on sustainability with initiatives being embedded in our curriculum. Our school is working towards a 3 star rating. Our school aims to integrate sustainability into our planning and strategic process as well as develop ways to improve resource management and embed sustainability practice into the schools operations with improved emphasis on teaching and learning and community engagement.

In December 2012 we joined the Leading 21st Century Schools: Engage with Asia Project. This initiative supports schools to guide Asia capabilities among staff, students and community. We have committed whole school professional development to this project and incorporated units of work in our school planners. Our commitment to the studies of Asia will be reflected in our new strategic plan.

Service Standards	<p>The school will provide a quality education program that follows the AusVELS curriculum encompassing the cultural diversity of our country with a particular focus on Aboriginal and Torres Straight Islands and countries from the regions within Asia.</p> <p>The school will reflect a culture of academic excellence.</p> <p>Outdoor and indoor spaces will be maintained to a high standard.</p> <p>Physical and mental health philosophy will be embedded in all programs.</p> <p>The school will continue to improve environmental sustainable practices with programs embedded in the school curriculum.</p> <p>Each child will be supported to build and maintain positive relationships with teachers, parents and peers.</p> <p>All staff will conform to Professional Practice Standards.</p>

Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

To build student motivation and connectedness to school.

Plan to differentiate the curriculum to engage, support and challenge students

Improvement in the Student Attitudes to school survey variables:

<u>Attitude to schools data</u>	2013	2017 Target
Student Motivation	4.76	4.8
Stimulating learning	4.15	4.5
Learning confidence	4.10	4.5
Teacher Effectiveness	3.96	4.5

Improvement in the parent and staff survey variables relating to student engagement

	2013	2017 Target
Staff survey		
No Data. New benchmarks to be set.		
<u>Parent Opinion Survey</u>		
Connectedness to peers	5.93	6.35
Student Motivation	5.83	6.25
Social Skills	6.26	6.5
School Connectedness	6.11	6.5

Provide greater opportunities for students to develop leadership skills by actively seeking leadership opportunities and promoting leadership skills via our student leadership teams.

Use digital tools to support learning and student self-monitoring and reporting to parents.

Develop a working partnership and implement engagement and wellbeing best practise with our mentee and mentor schools within the School Wide Positive Behaviours framework

Reduction in the number of student absent for unexplained or parent choice reasons.

	2013	2017 Target
Prep	19	5
1	14	5
2	4	5
3	8	5
4	1.5	5
5	6	5
6	1	5

Celebrate attendance daily attendance at school and actively encourage families to comply with government policy in regard to student attendance.

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

To develop and nurture resilient learners in a safe and supportive environment

Implement and embed all components of the KidsMatter. framework

Improvement in the Student Attitudes to School Survey variables.

<u>Student Attitudes to School.</u>	2013	2017 Target
Student Moral	5.96	6.5

Classroom Behaviour	2.53	5.0
Student Safety	4.76	5.5
Student Distress	6.39	6.5
Teacher Empathy	4.20	5.0

	2013	2017 Target
<u>Parent Opinion Survey</u>		
Student Safety	5.88	6.5
Classroom Behaviour	5.36	6.00

All components of KidsMatter framework in place.

Develop a working partnership and implement engagement and wellbeing best practise with our mentee and mentor schools within the School Wide Positive Behaviours framework

Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Improved allocation of resources to school priorities that support student outcomes.

<u>Parent Opinion Survey</u>	2013	2017
School Improvement	6.6	6.8

<u>Staff Opinion Survey</u>	2013	2017
Professional Growth		

To effectively align and enhance resources to maximize student learning and wellbeing outcomes

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>To build quality teacher practice to in planning and teaching with a particular focus on using a differentiation model.</p> <p>Full implementation and documentation of AusVels p-6 by 2017.</p> <p>Ensure a whole school approach to the collection and analysis of data to inform teaching.</p>	<p>Year 1 2014</p>	<p>Three full days of professional learning for 2 staff members using the differentiated model in Numeracy</p> <p>Audit our maths curriculum against AusVELS</p> <p>Build teacher capacity to identify a student's point of learning by assessing against the standards and developing strategies to inform learning intentions and success criteria in Mathematics.</p> <p>A Framework to be used to present whole school and individual cohort data and show learning growth of every student.</p> <p>Goals in individual learning plans to reflect the SMART principles.</p> <p>Track student growth aligned to AusVELS setting individual targets for each child at the beginning of each term.</p>	<p>Teachers weekly planners to reflect a differentiated approach to teaching number against AusVELS</p> <p>Completed Audit of our Maths Curriculum.</p> <p>Documented Peer observations and how this has changed staffs teaching in Numeracy using a differentiated model</p> <p>Digital Spreadsheet showing all students progression points in Maths and English</p> <p>ILPs reflective of student needs/performance</p> <p>Targets set for individual students in Maths and English</p>
	<p>Year 2 2015</p>	<p>Audit our English curriculum against AusVELS</p> <p>Build teacher capacity to identify a student's point of learning by assessing against the standards and developing strategies to inform learning intentions and success criteria in English</p> <p>Track student growth aligned to AusVELS setting individual targets for each child at the beginning of each term.</p>	<p>Teachers weekly planners to reflect a differentiated approach to teaching number against AusVELS</p> <p>Completed Audit of our English Curriculum.</p> <p>Documented Peer observations and how this has changed staffs teaching in Numeracy using a differentiated model</p>

	Year 3 2016	<p>Continue to extend 'individualised learning' model.</p> <p>Extensive review of assessment tools</p> <p>Further development of peer observations</p> <p>Review of differentiated teaching extending this to all areas of English</p>	<p>Revise reporting of learning goals to parents.</p> <p>An assessment schedule comprising of a broad range of assessment tools.</p> <p>Continued documentation of peer observations.</p> <p>Differentiated learning across the school in Numeracy and English</p>
	Year 4 2017	<p>Continue to provide coaching and mentoring to enhance teacher capacity for differentiated teaching models.</p> <p>Review and reflect documentation and practise</p>	<p>Peer coaching and mentoring through whole school professional learning activities with this being reflected in staff's professional performance and development plans.</p> <p>Staff reflect on school data and involved in review process</p> <p>Parent Survey reflects overall satisfaction with school performance.</p>

<p>Engagement</p> <p>Develop a working partnership and implement engagement and wellbeing best practise with our mentee and mentor schools within the School Wide Positive Behaviours framework</p> <p>Provide greater opportunities for students to develop leadership skill by actively seeking leadership opportunities and promoting leadership skill via our student leadership teams.</p> <p>Use digital tools to support learning and student self-monitoring and reporting to parents.</p> <p>Celebrate attendance daily attendance at school and actively encourage families to comply with government policy in regard to student attendance.</p>	Year 1 2014	<p>Presenting learning in a variety of ways with a variety of tools.</p> <p>Whole school focus on school attendance.</p> <p>Establishment of student leadership teams in Welfare and Sustainability.</p> <p>Provide leadership opportunities for students in years 5-6</p>	<p>Upgrade of digital learning tools to include the use of tablets and learning Apps.</p> <p>Increased student attendance with a particular focus on students at risk.</p> <p>Documentation of meetings and following of action plans</p> <p>Students to attend a range of leadership programs that support the curriculum priorities of our school with a particular focus on sustainability and welfare.</p>
	Year 2 2015	<p>Continue to use and embed ICT activities that are engaging and result in improved student learning.</p> <p>Continue to provide leadership opportunities especially in the areas of student welfare and sustainability.</p> <p>Continuation and building on year 1 goals</p>	<p>Digital tools fully integrated in teaching and learning.</p> <p>Profile of student leadership teams promoted in the wider school community.</p>
	Year 3 2016	<p>Continuation and building on year 1 goals</p>	<p>Attendance at all grade levels is at or better than state average.</p>
	Year 4 2017	<p>Review and reflect documentation and practise</p>	<p>Staff reflect on data, eg 'Attitudes to School' and actively involved in school review process</p> <p>Full evaluation of schools behaviour management, wellbeing an student engagement policies.</p> <p>School community has input into data analyses and future goal setting.</p>

<p>Wellbeing</p> <p>Implement and embed all components of the KidsMatter framework</p> <p>Develop a working partnership and implement engagement and wellbeing best practise with our mentee and mentor schools within the School Wide Positive Behaviours framework</p>	Year 1 2014	<p>Complete component 3 of KidsMatter . 'Parenting Support and Education'</p> <p>Select a SEL (Social and Emotional Learning) program that meets the needs of our students.</p> <p>Establish a SWPB working team that meets on a regular basis to create an action plan and complete the 'Working Smarter Matrix</p>	<p>Visual evidence when walking into the school that we are a KidsMatter school.</p> <p>SEL program being implemented p-6 by term 2 2014.</p> <p>Improvement in student behaviour as reflected in the staff, student and parent surveys.</p>
	Year 2 2015	<p>Complete component 4 of KidsMatter. 'Mental Health.'</p> <p>Evaluation of SEL program and modification as required.</p> <p>Development of a consistent behavioural management approach across the school</p> <p>Continue to ensure all staff are following the values and beliefs reflected in being a KidsMatter school.</p>	<p>All components of KidsMatter framework in place</p> <p>Continued improvement in student safety and behaviour as reflected in the staff, student and parent surveys.</p> <p>Teacher practise reflects our KidsMatter status.</p>
	Year 3 2016	<p>Continued upgrade of teaching resources to support SEL program</p>	<p>Student behaviour is not seen as a presenting issue for our school with positive feedback from the school community.</p>
	Year 4 2017	<p>Review and reflect documentation and practise</p>	<p>Staff reflect on data. 'Attitudes to School and 'Parent Opinion' and apply this to the school review process</p>

<p>Productivity</p> <p>To effectively align and enhance resources to maximize student learning and wellbeing outcomes.</p>	Year 1 2014	<p>Upgrade of the music/ art room space</p> <p>1 hour of daily literacy intervention by at trained reading recovery teacher</p> <p>Employment of a specialist art teacher.</p> <p>Supporting staff member to gain his certificate in Modern Language Education.</p> <p>Provide professional learning to build teacher knowledge to enable greater differentiation of teaching and learning.</p> <p>Promote sustainable practices within our school culture, operations and curriculum.</p>	<p>Improved allocation of resources to school priorities that support improved student outcomes.</p> <p>Improved student outcomes.</p> <p>Supporting our Arts and language priorities.</p> <p>LOTE teacher able to apply new skills in the classroom setting.</p> <p>Complete 2nd Star Rating with ResourceSmart AuSSIVIC</p>
	Year 2 2015	<p>Additional support for students deemed at risk</p> <p>Seek broader opportunities for partnership with a range of organizations and other schools.</p> <p>Computer upgrade as part of our 2 year cycle. Build on year 1 goals</p> <p>Promote sustainable practices within our school culture, operations and curriculum.</p>	<p>Improved student outcomes.</p> <p>Complete 4th Star Rating with ResourceSmart AuSSIVIC</p>
	Year 3 2016	<p>Additional support for students deemed at risk</p> <p>Continue community partnerships. Build on year 1 goals</p>	<p>Improved student outcomes</p> <p>Complete 4th Star Rating with ResourceSmart AuSSIVIC</p>
	Year 4 2017	<p>Computer upgrade as part of our 2 year cycle.</p> <p>Promote sustainable practices within our school culture, operations and curriculum.</p>	<p>Up to date and effective digital tools for all students.</p> <p>Complete 5th Star Rating with ResourceSmart AuSSIVIC</p>

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