

CHERTSEY PRIMARY SCHOOL PLAN 2015 - 2017





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 253 students, including 13% Aboriginal and Torres Strait Islander students. There are 10 mainstream classes and 4 support classes (2 for students with hearing impairment, 1 class for Autism and 1 Multi Categorical class 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.

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), Reading Recovery (RR), 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 planning process was designed in consultation with the whole school community.

Focus groups with students and parents were conducted through formal and informal surveys such as the 'Tell Them From Me' surveys, analysed by executive staff.

The P & C were involved in discussions about school priorities. Staff Development Days, including community members, brainstormed and reflected upon and prioritised the needs of Chertsey Primary School.

After the examination of key departmental documents including The Melbourne Declaration and Great Teaching Inspired Learning, the evaluation team met several times to develop a plan involving all stakeholders which lead to the formation of our three strategic directions. Regular staff meetings have been conducted to form this school plan, the 5P planning for each strategic direction and the school milestones.



STRATEGIC DIRECTION 1

Innovative and Inclusive Curriculum

Purpose:

To maximise student learning achievement through highly effective delivery of quality programs, ensuring that all students will learn successfully irrespective of ability or disability.

We are committed to preparing students to meet the demands of an ever changing society, becoming active and informed citizens.

STRATEGIC DIRECTION 2

Student Wellbeing and Equity

Purpose:

To promote student well-being in a safe, inclusive environment which develops lifelong responsible learners. Students have opportunities to create positive behaviours of confidence, resilience and respect leading to personal growth.

STRATEGIC DIRECTION 3

Enhancing Community Engagement and Participation

Purpose:

To foster supportive partnerships between school and community providing all students with the opportunity to become confident engaged learners.

Strategic Direction 1: *Innovative and Inclusive Curriculum*

Purpose

To maximise student learning achievement through highly effective delivery of quality programs, ensuring that all students will learn successfully irrespective of ability or disability.

We are committed to preparing students to meet the demands of an ever changing society, becoming active and informed citizens.

Increase the proportion of students in the top two NAPLAN nbands by 8% by 2019 in line with the NSW Literacy and Numeracy strategic plan for 2017-2020.

Improvement Measures

- ❖ NAPLAN data as compared to state in reading, numeracy, spelling, writing and grammar & punctuation.
- ❖ RR levels improve over allocated time 16-20 weeks
- ❖ Staff maintain Personal Development Plans
- ❖ Students show growth in NAPLAN data
- ❖ Student engagement in focus groups for both literacy and numeracy for students in top bands in 2015 and 2016 NAPLAN.
- ❖ Effective numeracy teaching strategies are evident in teaching programs and student work samples.

People

Students are to be active in their own learning whilst meeting individual needs. Students understand the positive outcomes associated with challenging learning experiences and develop the confidence and capacity to actively engage and take risks in their learning.

Teachers have a deep knowledge and understanding of new syllabus documents and how to differentiate their teaching practices to ensure that learning experiences are engaging and effective for all students. Explore and understand the Literacy and nUmewacy strategy.

Teachers develop deeper understandings of our students with special needs, Aboriginal culture, histories and languages and have the skills and capacity to teach these respectfully to students.

Teachers understand the importance of remaining up to date with current departmental documents and technological innovations and participate in meaningful professional learning which supports these effectively.

Parents are supported to understand and value their role in the education of their child and participate in workshops which inform them about different ways to becoming involved to improve student outcomes.

School leaders create a culture aimed at ongoing improvement by building the capacity for all staff to translate professional learning into sustainable and effective teaching practices.

Processes

ILPs established in consultation with teachers and parents following analysis of assessment data.

Professional learning:

Teachers will design and participate in effective and varied professional learning that improves their teaching capabilities and assists them to deliver the syllabus documents effectively.

All teachers engage in the following professional learning: analysis of internal and external student assessment data (PLAN, NAPLAN), QT framework, new syllabus documents, literacy and numeracy continuums and ongoing modelled and guided reading PL where required.

K-2 teachers trained in L3 and TEN.

Teachers engage in PL on the Performance Development Framework and associated documents to inform practice.

All teachers participate in PL on the Australian Teaching Standards, appropriate to their level of need and experience/expertise.

School leaders engage in PL to enable them to support teachers at various stages of accreditation.

In 2017 all staff engage in Mathematics building blocks for Numeracy modules to support effective mathematical pedagogy

Evaluation plan:

This plan will be monitored every 5 weeks by the school leadership team and each term by the whole school staff.

Products and Practices

Products:

90% of Students in Year 5 and Year 7 achieve greater than or equal to expected growth in all areas of NAPLAN.

100% of teachers develop a Professional Development Plan which reflects their development and teacher performance in line with the framework

Aboriginal students' achievement is comparative to that of non-Aboriginal students in all areas of NAPLAN.

By the end of year 2, 100% of students achieve a reading recovery level of 24 and confidently use facile strategies.

Practices:

Students are actively engaged in quality learning opportunities that meet their needs and are innovative and challenging. Teachers confidently utilise a range of assessment practices to inform their teaching and develop engaging learning experiences based on the new syllabus documents which challenge students and expand and deepen their ability to work effectively.

Increase growth for all students with a vision of moving more students into top bands in NAPLAN thus aiming to meet Premiers targets

All staff are better equipped with a deeper understanding of teaching and learning programs in line with the new syllabuses. All members of the learning community display respectful, responsible and professional behaviour at all times.

Strategic Direction 2: Student Wellbeing and Equity

Purpose

To promote student well-being we need to ensure that all students are in a safe, inclusive environment which develops lifelong learners. Students have opportunities to create positive behaviours of confidence, resilience and respect leading to personal growth.

Improvement Measures

- ❖ PBL expectations
- ❖ Planning room referrals decrease
- ❖ Improved attendance
- ❖ Consistent consequences exist for all positive and negative behaviours
- ❖ Students are happy and engaged

People

Students feel safe and secure at school. They feel a sense of worth from all parties and understand school expectations and consequences through Positive Behaviour for Learning (PBL). Students recognise they are responsible for their own choices and behaviour at school.

Students understand the need to be active learners and have the skills and ability to seek help when they do not understand what is being taught.

Teachers understand the need for a consistent and explicit approach in developing each student's social and emotional wellbeing.

Teachers understand and appreciate the importance of values education and recognise the significance of positive relationships in quality teaching and learning following the PBL framework.

Teachers engage in continual discussion and professional learning to complement our welfare policies.

Parents understand their contribution to their child's learning and feel valued as a respected partner through two way communication and awareness of expectations and consequences.

School leaders provide consistency using a common language and direction following PBL and modelling positive behaviours.

School leaders have a deep understanding and knowledge of welfare policies at Chertsey Primary School.

Processes

Students are supported in the classroom and playground by positive incentives based around the PBL and YCDI frameworks.

Students participate in a variety of activities that challenge and expand their capabilities across a range of academic, social and emotional domains.

Students' needs are discussed and monitored at fortnightly Learning Support Team meetings and adjusted accordingly.

Teachers participate in PL which enables them to effectively implement the PBL program.

Teachers continue to implement the principles of YCDI throughout all aspects of school life.

Parents participate in information sessions on PBL and engage with the school to support the implementation of the program.

Parents informed through open channels of communication including newsletters, assemblies and school website.

Community are informed through digital technologies about the school's welfare policy and welfare programs.

School leaders actively promote and monitor the implementation of PBL and other welfare programs.

Evaluation plan:

Processes evaluated continually with the use of formal evaluation methods such as surveys/ focus groups and discussions with whole school community.

Products and Practices

Products:

90% of students display appropriate behaviours in external, non-classroom and classroom settings.

Partial attendance rates decrease from 35% to 10% over 3 year period

100% of staff is actively implementing PBL. Community awareness established through P&C and regular newsletters.

Teachers establish PLPs and ILPs for all Aboriginal students and students requiring learning adjustments in both mainstream and the support unit.

Practices:

Students actively participate in learning opportunities based on PBL and the YCDI.

All teachers are explicitly teaching skills to assist students develop their social and emotional skills, using a common language for teaching and reporting in these areas following the PBL and YCDI frameworks.

Collaborative partnerships are strengthened with parents, the hearing impaired and the Aboriginal community through the PLP and IPL process.

School leaders establish, implement, evaluate and monitor PLPs and ILPs in consultation with teachers, parents and DEC personnel.

Aboriginal students achieve PLP goals that have been designed in conjunction with Aboriginal Education Worker, class teacher, parents and Principal.

Strategic Direction 3: *Enhancing Community Engagement and Participation*

Purpose

To create a safe environment and foster supportive partnerships between school and community providing all students with the opportunity to become confident, respectful engaged learners. The school community has a shared vision of high expectations and values which underpin our culture of success.

Improvement Measures

- ❖ Increased attendance at assemblies, functions, parent teacher interviews, P & C meetings. From January 2015 to January 2017 parents attending school based activities increases from 63% to 85%
- ❖ Increase in the number of hits on the school website and school app.
- ❖ All Aboriginal families attend Personalised Learning Plan Review meetings (PLP)

People

Students communicate at whole school and class level using appropriate language and means of communication. Teachers display a willingness to include all members of the community through displaying trust and organising inclusive activities.

Staff communicates effectively and organises activities that are engaging of parents so they feel a sense of need and belonging.

Parents have a feeling of being welcome at the school and a part of their child's education. This is built through a level of trust by all parties.

Parents understand their contributions to the school are valued and recognise that working in partnership with the school improves opportunities and outcomes for students.

Community partners recognise the positive culture of the school by participating in volunteer programs and other organised activities.

School leaders display highly effective communication skills via the school website, app, newsletters, and review meetings.

School leaders understand the importance of working with a broad range of community members to ensure the school moves forward in all areas and students, staff and parents feel supported and valued.

Processes

Students are actively engaged in a variety of programs and activities such as You Can Do It, Team Sports, Public Speaking, GATS challenge days, Education week, NAIDOC week and Harmony Day.

Teachers provided with PL in the use of digital technologies for effective communication with parents and the community, e.g. websites, blogs, school app.

Parents provided with opportunities to engage in information sessions on PBL, YCDI, the English, Maths and Science syllabuses and supporting learning at home. Other sessions provided as required by parent requests or suggestions.

Parents provided with opportunities to engage in school life through classroom helpers programs (reading, maths groups, sport, etc), weekly assemblies, and special occasions (Mother's Day, father's Day, Harmony Day, etc).

Parents participate in programs run through Chertseydale cottage.

Community organisations carry out programs through the school and Chertseydale Cottage.

Community grants established for specific projects as identified by students, staff and parents where required.

Evaluation plan:

Obvious increase in parent interaction and input into school direction and celebrations.

Products and Practices

Products:

Increased parent involvement in the everyday running of our school. 20% more parents attend: assemblies (daily & weekly), parent teacher interviews, P & C meetings and special events such as Mother's Day, Father's Day, welcome breakfast, Grandparent's Day, etc. from 2015-17.

100% of parents feel valued for their contributions to school life most of the time. Increase in the number of hits on the school website, school app and completion of school surveys.

Practices:

Student attendance patterns examined, deficits identified and monitored for improvement.

Teachers communicate regularly through a variety of technological and traditional means.

Teachers make Aboriginal PLP review meetings a priority each semester.

Parents feel confident and comfortable approaching staff.

Parents utilise appropriate methods to communicate regularly.

Communication channels are varied and flexible to ensure the school and community have multiple opportunities for communication on an ongoing basis.