

CHERTSEY PRIMARY SCHOOL PLAN 2012-2014

This document has been developed with the support of all staff of Chertsey Primary School and its community. The plan outlines our school's vision, strategic directions and purpose over the next three years. It provides a summary of our priority areas and details the means by which we aim to meet our goals.





STATE, DEC AND REGIONAL CONTEXT

Department of Education and Communities – Schools Portfolio

The Public Schools NSW – Strategic Directions 2012-2014 document include six strategic priorities.

1. Leadership and management
2. Curriculum and assessment
3. Engagement and attainment
4. Literacy and numeracy
5. Aboriginal education
6. Organisational effectiveness

Hunter/ Central Coast Strategic Directions

1. Leadership & management
2. Curriculum & Assessment
3. Professional Learning & Innovative Practice
4. Inclusive School Communities
5. Vocational education & Registered Training Organisation
6. Literacy & Numeracy
7. Organisational Effectiveness

SCHOOL CONTEXT

Chertsey Primary School is a caring community school with 240 students organised into 9 mainstream and 3 support classes.

The next three years will see significant change with the implementation of the Australian Curriculum through revised syllabus requirements in all key learning areas, the implementation of the Learning Management and Business Review (LMBR) strategies and the development of increased local management through the Locals Schools Local Decisions (LSLD).

The implementation of the Australian Curriculum requirements, in particular, will require a significant commitment of Professional Learning resources and other resources over the next three years. The following key data and information has been obtained to derive and direct our strategic development priorities for 2012-2014:

Literacy. Recent implementation of the Focus on Reading 3-6 initiative and the L3 program has seen our reading comprehension results in NAPLAN and school based assessments improve. Professional learning will continue in this area. NAPLAN results indicate a need for attention to writing, spelling and grammar and punctuation, as the results in these areas are below both state and regional scores.

Numeracy. NAPLAN data shows that, whilst our results are improving, we are still below the state in this area. The continued implementation of the Go Maths program will be the ongoing focus K-6, with professional development aligned to the Australian Curriculum, resourcing and organisational effectiveness the priorities.

Chertsey PS has a strong history of better than average growth for low achieving students. However, analysis of results has identified the need to continue a focus on shifting students from middle levels of achievement to higher levels.

CHERTSEY PRIMARY SCHOOL PLAN 2012-2014



SCHOOL PRIORITY AREAS	Literacy & Numeracy	School Promotion & Community Participation	Aboriginal Education
	Curriculum & Assessment – New Syllabus Implementation	Student Engagement - Attendance	Organisational Effectiveness
Targets 2012		Targets 2013	Targets 2014
<ul style="list-style-type: none"> • Percentage of students in proficiency range for NAPLAN Reading: Y3 - 40%; Y5 - 37%. Writing: Y3 - 31%; Y5- 21%. Numeracy: Y3 - 28%; Y5 - 25% • Increase student attendance to 94% • All teachers begin implementing the requirements of the New Curriculum standards within the classroom • 10% reduction in non-local applications from neighbouring schools • All students achieve Stage outcomes in Technology 		<ul style="list-style-type: none"> • Percentage of students in proficiency range for NAPLAN Reading: Y3 - 40%; Y5 - 37%. Writing: Y3 - 31%; Y5- 21%. Numeracy: Y3 - 28%; Y5 - 25% • Increase student attendance to 94.5% • Ongoing implementation of the requirements of the New Curriculum standards by all teachers 	<ul style="list-style-type: none"> • Percentage of students in proficiency range for NAPLAN Reading: Y3 - 40%; Y5 - 37%. Writing: Y3 - 31%; Y5- 21%. Numeracy: Y3 - 28%; Y5 - 25% • Increase student attendance to 95% • All teachers fully implementing the requirements of the New Curriculum standards
<ul style="list-style-type: none"> • Continue to keep lowest band at or below state mean. • Meeting or exceeding Regional ES1/S1 Literacy targets (i.e. 75% of students achieving RR levels of level 6 (K); level 16 (Y1); level 26 (Y2)) • Equal or exceed Regional minimum growth targets for Year 5 in NAPLAN • Whole school community participation to develop a management plan for reducing waste and becoming more energy efficient, utilising cleaner forms of energy and water conservation • Growth for Aboriginal students will equal or exceed school growth in NAPLAN • All Aboriginal students to achieve at or above levels of Non- Aboriginal students • All staff and students are equipped with a deeper understanding of Aboriginal Australia including history, cultures, identity, language, leadership and custodianship of Country. • Improved student punctuality and a reduction of students leaving school early 			
PRINCIPAL'S SIGNATURE: Mr John Anderson		SED ENDORSEMENT: Mr Jason McGrath	DATE:

PRIORITY	OUTCOMES	STRATEGIES	RESPONSIBILITY	RESOURCE ALLOCATION	2	2	2	INDICATORS OF SUCCESS	
					0	0	0		
					1	1	1		
					2	3	4		
LITERACY AND NUMERACY	Improve student achievement in all areas of literacy and numeracy	<ul style="list-style-type: none"> Focus on Reading (FoR)—TPL ES1, S1 in Phase 1. Complete training for S2 teachers (Anne, Michael, Jodie) Designated time each day K-6 for literacy sessions (guided reading/Focus on Reading) Best Start-TPL for new ES1/S1 teachers 	Literacy leaders	\$1000	✓	✓		<ul style="list-style-type: none"> Increased number of students achieving proficiency standard in NAPLAN assessments Students moving along continuums/increasing reading levels All students exceed national minimum growth Teachers explicitly programming and teaching reading skills K-6 as set out in continuums Use of common terminology across K-6 Collaborative planning evident in teaching & learning programs Increased student participation in 100 Readers Club Evidence of consistency in grading, for reporting and programming Tracking sheets completed & collected Assessment aligned to new curriculum ILPs/PLPs created for specific students Teacher learning programs reflect differentiation Extension/enrichment programs for GATs students utilised 	
	Consistent assessment practices developed and student tracking strategies maintained	<ul style="list-style-type: none"> Finalisation & implementation of K-6 literacy policy, including assessment strategies-evaluation/updates each year Continuums K-6 used for assessment & programming: Best Start K-2, FoR 3-6 Quality resources continue to be purchased to support literacy K-6 Continue CARS assessment 2-6 Continue L3 Literacy program Continue Reading Recovery Program Continue Multiplication Masters program Continue 100 Readers Club 	Executive Karen Rose-Marie/ Nicole/Lesley/ Executive	\$600	✓	✓	✓		
	Quality Teaching evident in all literacy and numeracy lessons	<ul style="list-style-type: none"> Consistent entry of Premiers Spelling Bee & Premiers Reading Go Maths—continue to implement across K-6; designated time each day for Go Maths sessions; resourcing for program investigated, purchased and maintained Homework to include a high level of literacy & numeracy tasks Writing-explicit teaching of persuasive texts (include writing rubrics) Student tracking sheets updated regularly and used to inform teaching programs CTJ practices for assessment maintained (reporting, CARS, Best Start, CMIT, FoR, Go Maths) All staff use RISC to track student progress & achievement Review current assessment practices in line with the implementation of the new Australian syllabus Differentiate the curriculum to meet the needs of individual students. Targeted support for individual learning needs determined by NAPLAN analysis & school based data in literacy and numeracy Individual literacy and numeracy plans developed for particular groups of students including ATSI, GATs and students with learning difficulties Identify underachieving students to improve results in literacy/numeracy 	Class teachers Rose-Marie Teachers Yr 2-6	\$150 \$7000	✓ ✓	✓ ✓	✓ ✓		
			Lisa Seaman Teachers ES1, S1 RR teacher Coordinator Sharon/Exec/ Class teachers	\$1000 \$1500 \$2740	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓		
			Executive/teach ers Class teachers	\$4500	✓ ✓	✓ ✓	✓ ✓		
			Class teachers/ Executive Executive		✓ ✓	✓ ✓	✓ ✓		
			Class teachers		✓	✓	✓		
					✓	✓	✓		

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PRIORITY	OUTCOMES	STRATEGIES	RESPONSIBILITY	RESOURCE ALLOCATION	2	2	2	INDICATORS OF SUCCESS	
					0	0	0		
					1	1	1		
					2	3	4		
CURRICULUM AND ASSESSMENT	New Curriculum delivered through innovative, inclusive and relevant programs underpinned by Quality Teaching	<ul style="list-style-type: none"> • Significant allocation of professional learning meetings and budget is provided to support syllabus implementation (Lit/Num 60%, Science 20%, History 20%) • Teacher Professional Learning in the requirements of each new syllabus occurs in weekly TPL meetings and Staff Development Days. • Teacher Professional Learning for assessment of specific teaching programs, eg, Stephen Graham. • New curriculum folders set up for all information to be stored in and accessed easily. • Mentoring/reflective teaching takes place – in school, with other schools, through networking • Staff engage in DEC training to assist effective new syllabus implementation • Professional learning for SLSOs to provide support for priority curriculum areas • Work with Erina Learning Community of schools (Local Management Group) to ensure a combined skills approach to syllabus implementation is implemented. • Assessment and Reporting practices are reviewed to reflect new syllabus requirements and expectations • Continue with the current K-2 and 3-6 Assessment Scope and Sequences where they align to the new curriculum. • Continue DET assessment practices through Best Start, Reading Recovery, STLA program, L3, and Focus on Reading, and report back on student progress to parents. • Consistent Teacher Judgement (CTJ) initiatives implemented for assessment and reporting. Examples include units of work, CARS analysis, half yearly and yearly reports. • Development of rubrics and rich assessment tasks to support the implementation of the new curriculum. • Teachers use Chertsey Primary School tracking sheets regularly to keep track of student progress. • New syllabus workshops for parents and caregivers, run both by teachers and teacher/parents. • Parents also provided with relevant new syllabus information via school newsletter, coloured brochures/pamphlets and P&C meetings. • Use of Blogs, both in class and for parents, to disseminate information on the new curriculum. • Purchase AUSLAN resources to fund LOTE program. 	Principal & Curriculum Team Leaders	\$4000 \$2000 \$2000 \$4000 \$50	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	<ul style="list-style-type: none"> • Teachers are using new syllabuses to plan for teaching and learning • Teachers are using the language of Quality Teaching to talk about student learning and share practice • Students, parents and teachers know what is being learned, how well students are achieving and how they can further develop against the curriculum standards framework • Quality assessment and reporting practices are embedded in all teaching and learning programs • Teachers using assessment results of specific tasks to inform their programming. • Increased communication between school and home about student learning • Increased parent attendance at curriculum workshops 	
	Strengthened assessment and reporting practices aligned to the curriculum standards framework		Executive		✓	✓	✓		
	Parents are well aware of the new curriculum components and use their knowledge to support their child's learning and talk with teachers about their child's progress		TPL coordinator	\$1000	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		
			Stage supervisors		✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		
				\$5400	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		
				\$150	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		
				\$300	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		
			Technology Coordinator	\$320	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		
			LOTE teacher	\$300	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓		

PRIORITY	OUTCOMES	STRATEGIES	RESPONSIBILITY	RESOURCE ALLOCATION	2011	2012	2013	INDICATORS OF SUCCESS
ABORIGINAL EDUCATION	Build partnerships with early childhood facilities to identify and support Aboriginal and Torres Strait Islander (ATSI) students ensuring their <i>Readiness for School</i>	<ul style="list-style-type: none"> Connecting to Country cultural immersion program for all newly appointed staff where possible Increased school partnership with local AECG Personalised Learning plans for all Aboriginal students coordinated by Principal and Aboriginal Education coordinator. PLPs are to be discussed at TARS meetings with CTs. Implement effective transition programs Pre-K; 6-7 Whole school accountability of Aboriginal Education through the use of a detailed programming proforma for all class and support programs 	Local AECG representative	\$4200	✓	✓	✓	<ul style="list-style-type: none"> Increased understanding by staff of Indigenous traditions, history & culture and the importance of identity for Indigenous students Improved transition programs and participation rates in transition by Aboriginal parents and community members Sustained literacy and numeracy growth Improved attendance rates for Aboriginal students Increased parent and community participation in school programs and processes Increased staff understanding of the factors influencing Aboriginal learning outcomes Increased proportion of Aboriginal students meeting or exceeding internal and external literacy and numeracy benchmarks
	Strengthened authentic partnerships and engagement between the school, local community and the local AECG	<ul style="list-style-type: none"> Expand and promote innovative community participation events such as Reconciliation Week morning tea and other school based events Aboriginal Education team resource support for programs.eg Tales From a Dilly Bag Ensure that school planning and implementation aligns with the Aboriginal Education Training Directorate Action Plan 	Principal/Class Teacher	\$600	✓	✓	✓	
	Increased engagement between the school, community and parents in supporting regular attendance for ATSI students	<ul style="list-style-type: none"> Strengthened approach to the implementation of the NSW DEC Aboriginal Education Policy Professional Development plans for all staff that include Aboriginal Education Participate in a range of Erina Learning Community of Schools initiatives throughout the year NAIDOC celebration – whole school participation & guest Indigenous presenter 	Team leader	\$3600	✓	✓	✓	
	Improved outcomes for all ATSI students in relation to Literacy and Numeracy enabling their participation in education and realising their learning potential through Personalised Learning Plans	<ul style="list-style-type: none"> Support teacher program for ‘at risk’ students in numeracy (Stage 3) ‘Acknowledgement’ sign in Hall to Country Request a new Aboriginal flag via local Federal member of Parliament. 	Principal/Team Leader		✓	✓	✓	
	All staff and students are equipped with a deeper understanding of Aboriginal Australia.		Team Leader	\$2400	✓	✓	✓	
			Principal	\$300	✓	✓	✓	
			Principal/Team leader		✓	✓	✓	
					✓	✓	✓	
					✓	✓	✓	
					✓	✓	✓	

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					0	0	0	
					1	1	1	
					2	3	4	
STUDENT ENGAGEMENT	Increased number of parents and community members actively involved in school decision-making, student learning and day-to-day school life	<ul style="list-style-type: none"> • Employ a Parent Project Officer (PPO) one day per week • Welcome back to Chertsey Breakfast. • P/T interviews for teachers and parents (T2) • Parent helpers used in the classroom to support Literacy and Numeracy Programs • Parent 'working bees' maintained • Purchase new games for wet weather. • Maintain the 'Reverse Santa' program at Christmas. • Support charities nominated by staff/students/parents (Cystic Fibrosis, Stewart House, Canteen) • Whole-school concert held in even years • Ongoing participation by the Choir and recorder groups at assemblies, and outside performances (eg Opera House) • Purchase of music resources to support CAPA programs • Participation in the Central Coast Dance Festival • Participation in Operation Art • Participation in PSSA sporting fixtures • Purchase of new sporting equipment to support PDHPE programs • School sporting carnivals 	Principal	\$10,600	✓	✓	✓	<ul style="list-style-type: none"> • Improved classroom and playground behaviour • Playground Activity Support Groups established • Students participating in HEADSTART Program (Kinder) • Year 6 students participating in Study Plus Workshops at Erina HS • Increase in student engagement in learning programs that are relevant and authentic • Classroom referral system used to monitor classroom incidents • Classroom and playground equipment purchased • Increased number of students and community members receiving SABOK awards • Students receive rewards through the daily hat draw • Teacher resource link uploaded on school website • Support local charities
			Executive	\$300	✓	✓	✓	
			Teachers	\$600	✓	✓	✓	
				\$50	✓	✓	✓	
			Literacy coordinators	\$300				
				\$500	✓	✓	✓	
			All staff		✓	✓	✓	
				\$7600	✓	✓	✓	
			Coordinators	\$3900	✓	✓	✓	
			Specific KLA	\$250	✓	✓		
	\$900	✓	✓	✓				
	\$3000	✓	✓	✓				
	\$6300	✓	✓	✓				
	\$4200	✓	✓	✓				
	\$1500	✓	✓	✓				

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					0	0	0	
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SCHOOL PROMOTION & COMMUNITY PARTICIPATION	Chertsey PS participates at all levels within the Erina Learning Community (ELC)	<ul style="list-style-type: none"> • Regular parenting, vocational and aspirational workshops for parents facilitated by volunteer staff and inter-agencies (e.g. computer skills, cake decorating, cv writing and interview techniques, healthy cooking classes etc.) • Participation by staff and community members at DEC H/CC School Promotions Officer, 'Working with Your School Community' 2 day workshop • Network with local departments and agencies to establish sustainable programs for all families. • Communicate and contact targeted families on a regular basis to involve in school activities before and after school to support learning of children and education of parents. • Enhance Headstart program commencing in term 2 with a program focused on early literacy and numeracy strategies. Preparing children for school the following year. • Emphasis on parent education so parents are aware of each stage of learning from the Headstart to year 6. Strategies to encourage parents to come would include breakfast opportunities to come to school and then to visit classrooms. • Celebrate the importance of the role of parents in children's education with specific activities that parents are invited to e.g. Dad's fishing; Father's Day breakfast; Mother's Day breakfast; Education Week; National Families Week; literacy and numeracy week and specific activities for parents during the year. • Circulation of local community newsletter that highlights the success of the students at Chertsey and also discusses the way the community works and partners together to enhance children's learning and building a positive and healthy community. This ensures that all residents are aware of the school and the benefits this school has to the community. • Planning, co-ordinating and facilitating community events that bring community together and highlights the community's strengths and capacity. • Regular meetings with local government agencies, non government agencies, school, resident's association, school chaplain, SaCCs , local businesses to plan , local community members to address local needs and discuss options to overcome needs for success and then to decide on strategies. • Homework centre once a week where teachers build parents' skills and knowledge to support their children's learning and enhance communication between home and school 	PPO	Designated SaCCs budget Finances from cottage	✓	✓	✓	<ul style="list-style-type: none"> • Increase in parent participation in parenting, vocational and aspirational workshops • A strong parent / staff relationship evident with shared vision for promoting our school. • Increase in networks with local school enhancing school programs e.g. Headstart • Enhanced learning in Headstart program with higher best start results • Increased participation of families in attending school functions • Increased number of families participating in school activities and added interest in children's learning • Increased community knowledge of school and higher number of children attending kindergarten. • Increased participation in partners in working on community events • Successful application for a school chaplaincy program.
	Chertsey SaCCs continues to work with the school and community services to achieve its aims		SaCCs facilitator; PPO; Chaplain P&C CHOOSH After school sports activities. Local church Community volunteers		✓	✓	✓	
	Significant reduction in non-local applications to neighbouring schools		As above		✓	✓	✓	
	Increased number of parents and community members actively involved in school decision-making, student learning and day-to-day school life		As above		✓	✓	✓	
	Chertsey PS participates at all levels of PSSA sport		As above		✓	✓	✓	
	School & community to be in partnership to ensure best practice in management of environmental resources		As above		✓	✓	✓	
	Improved student and teacher use of VC resources within the school and wider community		As above		✓	✓	✓	

PRIORITY	OUTCOMES	STRATEGIES	RESPONSIBILITY	RESOURCE ALLOCATION	2	2	2	INDICATORS OF SUCCESS	
					0	0	0		
					1	1	1		
					2	3	4		
SCHOOL PROMOTION & COMMUNITY PARTICIPATION		<ul style="list-style-type: none"> • Create a new identity for Chertseydale cottage where by new contracts and new understandings of up keeping the cottage will be put in place. New emphasis on keeping the cottage clean and respectable for all cottage users. • Continue work on social media as a way of communicating with the families within the school and local community. This will increase the local community's understanding of the local school and its impact on children's learning. Increased use of face book, texting and emails in particular. Course to be introduced to community to up skill community to use social media. • Improve communication with the community through the use of the school website • Update of directories and databases of businesses and services for local school families and community so that they are aware of services that will support them in their parenting roles and supporting their children's learning. • Update of capacity skill base of community so that parents can share their knowledge base and skills with others in the community. • Father's Day & Mother's Day Breakfast 	As above		✓	✓	✓	<ul style="list-style-type: none"> • Increased participation in the decision making process across all strands of community. • Increased paid programs in the cottage • Increase in the use of social media across the community. Increased knowledge of the school and performance through social media. • Increase number of people referring to relevant services. • Increase of regular parents who may willingly give of their time to serve others in the community 	