

School Strategic Plan for Chatham Primary School Eastern region 2012-2015



No. 4314

<p>Endorsement by School Principal</p>	<p>Signed..... <i>S. Rothwell</i>..... Name..... <i>S. ROTHWELL</i>..... Date..... <i>19th December 2011</i>.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>Paul O'Grady</i>..... Name..... <i>PAUL O'GRADY</i>..... Date..... <i>19 DECEMBER 2011</i>.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed..... Name..... Date.....</p>

School Profile

Purpose	<p>Chatham Primary School fosters a supportive and engaging learning environment which aims to develop motivated students who exhibit positive attitudes to learning as global citizens.</p> <p>We acknowledge the unique abilities of every child and encourage an inquisitive approach to learning to assist students to reach their academic, social, emotional and physical potential. Through the delivery of a child centred curriculum we foster individual, independent, collaborative and cooperative learning and acknowledge and celebrate the efforts and achievements of every student.</p> <p>Chatham Primary School is a learning community which fosters a shared partnership between children, staff, parents and the wider community. Our dynamic learning environment is based around our six school values and the core skills in numeracy, literacy and technology to help prepare our students for their global future.</p> <p>A rich history of community spirit allows a connectedness to, and an appreciation of the past whilst building optimism for a sustainable future.</p>
Values	<ul style="list-style-type: none">• <i>Learning</i> – developing critical, creative and reflective thinking skills and knowledge to maximise each child’s potential as independent, motivated and lifelong learners in a global world.• <i>Respect</i> – valuing the differences, beliefs and abilities of others by displaying tolerance, good manners, compassion and care. Having regard for oneself and others, as well as the community and our environment.• <i>Resilience</i> – having a belief in yourself and your own unique abilities and recognising that you are valued by others. Developing self-worth, flexibility, initiative and persistence.• <i>Partnership</i> – embracing the development of cooperative, inclusive and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals.• <i>Responsibility</i> – displaying self discipline, being accountable for the decisions you make and the actions and words you use.• <i>Honesty</i> – being reliable, truthful and fair, while being true to yourself and others.

Environmental Context	<p>Chatham Primary School is located in Surrey Hills in Melbourne's eastern suburbs with students drawn from a relatively small catchment area. Chatham Primary School's main facility is a two storey red brick building with a three-arched entry. The school opened with an enrolment of 212 students on the 1st of August 1927. Many students came from over-crowded surrounding schools. Surrey Hills was once the home of an older retired population, but more recently, the area has become attractive to young professional families. Enrolments have stayed constant with between 416 and 441 students attending the school over the past four years. The school's current enrolment is 441. This is the largest enrolment figure in the history of the school and indications are that enrolments will remain stable over the next few years.</p> <p>In 2010 the School's Family Occupation (SFO) density score was 0.11. Since 2004, where it was 0.14, it has remained between the figures of 0.12 and 0.11. The Language Background Other than English (LBOTE) proportion in 2010 was 0.12. There has been a steady increase in this score since 2008 when it was only 0.05.</p> <p>Over the last ten years the school has completed 4 major works projects, including the recent Building Education Revolution project. These works have included the refurbishment of the administration area, new art room, staff room, new library, canteen, offices, toilets, multi-purpose hall, 6 new classrooms and the refurbishment of 5 other teaching spaces. Under the Federal Government's Stimulus Package the school has been able to build a new double storey Early Years Learning Centre that has provided us with another 8 permanent learning spaces for the junior grades. These projects provided the school with 19 permanent, high quality and flexible teaching spaces. The school grounds have been landscaped creating interesting playing spaces including playground equipment and sandpit areas. All hard surfaces have been re-asphalted with extensive playground marking with 2 basketball/netball courts.</p> <p>The school community formed a Cooperative in 2005 to enable funds to be borrowed to support these major works and playground improvements. The servicing of this loan is the major fundraising priority of the whole school community each year.</p> <p>There are currently thirty teaching staff, seven Disabilities and Impairment Program aides, a computer technician, a Business Manager and an Office Administrator, an Instrumental Music Coordinator and five instrumental teachers. The school has a daily Out of School Hours Care Program. This is coordinated by staff from Camp Australia and they operate a Breakfast Club from 7.15 am to 8.45 am and an After School Program that begins at 3.30pm and operates until 6.00pm each evening.</p> <p>Students are grouped in nineteen home groups and work together as part of Junior and Senior School Units. Class programs are supported by a rich array of special programs as well as specialist teaching support. All curriculum planning is based on the Victorian Essential Learning Standards with a two-year Prep-6 cycle of integrated units of work. Each student attends specialist Art, Japanese, Library, Physical Education and Music lessons. A number of Literacy and Numeracy support and intervention programs are in place including Reading Recovery, ESL, classroom support, as well as individual and small group assistance.</p> <p>The music program at Chatham Primary School is extensive and highly valued by the school community. Students have the opportunity to participate in Junior or Senior Choir, the Recorder Group, the Vocal Ensemble or the Orchestra. Students may also access private instrumental tuition, which is organised and administered by the school. The Orchestra provides extension for students learning an instrument. A biennial school concert involves every child in the school and is strongly supported by the</p>
------------------------------	---

community, as are other days of celebration.

Chatham Primary School acknowledges the diversity of learning styles, interests and talents and provides an array of enrichment opportunities. Students with special talents have the opportunity to participate in the school organised University of NSW Competitions and 'Maths Olympiad', Trivia Challenge, Public Speaking competitions and in the externally offered G.A.T.E.Ways programs. The Thinking Orientated Curriculum is used extensively in all classes to develop student's higher order thinking skills and strategies. Each student in Year 6 has a leadership role such as Peer Support Leader, Junior School Councilor, School Captain, House Captain or a Heritage, Art, Environment, Japanese, Music or Library Leader. Year 6 students also lead the weekly Monday morning assemblies. The leadership training provided to older students is highly valued by parents and at the Year 6 graduation each child prepares and gives a speech.

Our Year 5 students are involved in a Prep 'buddy' program, which begins as part of the orientation program for Preps in the year before they commence school and some of our Year 6 students are trained each year as Peer Support Leaders for the Year 3 students. As a school community we are committed to maintaining these extra-curricular activities, which allow a unique preparation of our young leaders as they ready themselves for transition into secondary settings.

The school values underpin all decisions made in the school and form the framework for our student management and welfare programs.

Parents of students have considerable involvement with the school in a variety of ways. Each classroom has a parent coordinator who acts as liaison between the teachers and parents, organises social events for students and their parents and provides support for excursions, classroom assistance, etc. Parent coordinators also work to support concert performances, working bees, social service sponsorship and the welcoming of new families. The Year 5 parents do the catering for families, students and staff at the Year 6 Graduation.

Working Bees at the school are extremely well attended and parents assist around the school in many ways such as; student banking, library processing and as coaches and umpires for Sport and Physical Education, in the school Canteen and with Uniform Shop and Book Club. The parent participation rates in activities such as 'Family Maths' and information evenings are extremely high. In addition to the School Council, parents who are not on Council are encouraged to participate in School Council Sub Committees. Families of students at Chatham Primary School actively support fundraising activities with the major fundraising event being the biennial fair.

The staff at Chatham Primary School are characterised by enthusiasm, collegiate support and dedication to professional growth. Our approach to teaching and learning ensures every student experiences success through a broad curriculum and a variety of learning styles. This enables students to work independently and collaboratively whilst developing their skills, confidence and the ability to define values, express ideas, formulate opinions and enjoy a love of learning

Strategic Intent

	Goals	Targets	Key Improvement Strategies																														
Student Learning	<i>To improve learning outcomes for students from Prep to Year 6 in English and Mathematics</i>	<p>1. Increase the percentage of Year 3 and Year 5 students performing in the top two NAPLAN bands in reading, writing and numeracy by 2015 as follows:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th colspan="2">Year 3</th> <th colspan="2">Year 5</th> </tr> <tr> <td></td> <td>2011</td> <td>2015</td> <td>2011</td> <td>2015</td> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>75%</td> <td>44%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>70%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Spelling</td> <td>69%</td> <td>75%</td> <td>54%</td> <td>70%</td> </tr> <tr> <td>Numeracy</td> <td>77%</td> <td>80%</td> <td>38%</td> <td>75%</td> </tr> </tbody> </table> <p>2. Year 3 Writing: to improve from below the 20% of government schools (427, 2011) to be in top 20% (>442) based upon 2011 benchmarks</p> <p>3. Year 5 Writing: to improve from below the 20% of government schools (492, 2011) to be in top 20% (>510) based upon 2011 benchmarks</p> <p>4. Year 5 Numeracy: to improve from below the 20% of government schools (523, 2011) to be in top 20% (>530) based upon 2011 benchmarks</p>	Domain	Year 3		Year 5			2011	2015	2011	2015	Reading	70%	75%	44%	70%	Writing	56%	70%	20%	60%	Spelling	69%	75%	54%	70%	Numeracy	77%	80%	38%	75%	<p>Build teacher capacity through an evidence-based professional approach to the teaching of Literacy, in particular Writing, and Numeracy.</p> <p>Increase the use of collaborative teams focused on improving teacher practice and student outcomes</p>
Domain	Year 3		Year 5																														
	2011	2015	2011	2015																													
Reading	70%	75%	44%	70%																													
Writing	56%	70%	20%	60%																													
Spelling	69%	75%	54%	70%																													
Numeracy	77%	80%	38%	75%																													

5. Reduce to zero the percentage of students (deemed capable) performing at or below the National Minimum Standard in Reading, Writing and Numeracy

2011 Benchmarks:

Yr 3	Reading	Writing	Spelling	Numeracy
Above	95%	97%	100%	98%
At	5%	3%	0%	2%
Below	0%	0%	0%	0%

Yr 5	Reading	Writing	Spelling	Numeracy
Above	95%	97%	98%	98%
At	5%	3%	2%	0%
Below	0%	0%	0%	2%

6. Increase the percentage of students P – 6 that are performing above the expected level in teacher judgments against VELs in Literacy and Numeracy

	2011 Benchmarks	2015 Targets
Reading	59%	70%
Writing	48%	65%
Speaking & Listening	51%	65%
Number	51%	65%
Measurement	48%	65%

<p>Student Engagement and Wellbeing</p>	<p><i>To improve student engagement, connectedness and resilience.</i></p>	<p>1. The Teaching & Learning components of School Connectedness and Student Motivation of the Attitudes to School Survey will be in the fourth quartile% based on 2011 benchmarks</p> <table border="1" data-bbox="1037 443 1594 662"> <thead> <tr> <th></th> <th>2011</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>4.45 (3rd)</td> <td>4.58 (4th)</td> </tr> <tr> <td>Student Motivation</td> <td>4.62 (3rd)</td> <td>4.69 (4th)</td> </tr> </tbody> </table>		2011	2015	School Connectedness	4.45 (3 rd)	4.58 (4 th)	Student Motivation	4.62 (3 rd)	4.69 (4 th)	<p>Provide an engaging, relevant and challenging child centered inquiry based curriculum</p>											
	2011	2015																					
School Connectedness	4.45 (3 rd)	4.58 (4 th)																					
Student Motivation	4.62 (3 rd)	4.69 (4 th)																					
<p>Student Pathways and Transitions</p>	<p><i>To create improved learning pathways in, out and across the school</i></p>	<p>1. Increase the percentage of parents responding with agreement to the four transition items in the parent opinion survey to 90% or more by 2015.</p> <table border="1" data-bbox="1005 852 1594 1362"> <thead> <tr> <th>Item</th> <th>Score</th> <th>Agree 2011</th> <th>Agree 2015</th> </tr> </thead> <tbody> <tr> <td>My child is well prepared for the next stage in their education</td> <td>5.35</td> <td>70%</td> <td>90%</td> </tr> <tr> <td>My child was supported well when they started back at school this year</td> <td>5.89</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>Before the end of last year, my child was well prepared for this year</td> <td>5.73</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>My child has been supported in their transitions at school</td> <td>5.81</td> <td>84%</td> <td>90%</td> </tr> </tbody> </table>	Item	Score	Agree 2011	Agree 2015	My child is well prepared for the next stage in their education	5.35	70%	90%	My child was supported well when they started back at school this year	5.89	84%	90%	Before the end of last year, my child was well prepared for this year	5.73	82%	90%	My child has been supported in their transitions at school	5.81	84%	90%	<p>Provide personal pathways through the school for each student based on individual developmental needs</p>
Item	Score	Agree 2011	Agree 2015																				
My child is well prepared for the next stage in their education	5.35	70%	90%																				
My child was supported well when they started back at school this year	5.89	84%	90%																				
Before the end of last year, my child was well prepared for this year	5.73	82%	90%																				
My child has been supported in their transitions at school	5.81	84%	90%																				

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones
<p><u>Student Learning</u> Build teacher capacity through an evidence-based professional approach to the teaching of Literacy, in particular Writing, and Numeracy.</p>	Year 1	<ul style="list-style-type: none"> • Undertake whole school Professional Development in writing best practice. • Develop a variety of Independent writing strategies to help develop the depth and richness of student's writing. • Coaching & mentoring is provided by the Literacy Coordinator in writing, particularly in Years 3 to 6. • Literacy, Numeracy and Curriculum Coordinators assists each Professional Learning team with their planning. • Undertake Professional Development for the whole school in Numeracy best practice. 	<ul style="list-style-type: none"> • At least one Writing Professional Development session conducted for teachers per term. • Four writing moderation sessions conducted for the whole school by the end of the year. • A variety of genres used for student writing is demonstrated in teacher's planning documents each term. • Teachers present and discuss VELs achievement data, particularly in Writing, at their Review meetings. • Literacy Coordinator has worked in each grade 3 to 6 classroom at least twice per term. • Coordinators have each attended each Professional Learning Team's planning day sessions for at least 3 times over the year. • At least one Numeracy Professional Development session conducted per term for teachers. • Numeracy Coordinator has undertaken a coaching session in each grade P to 2 classroom at least once per term.
	Year 2	<ul style="list-style-type: none"> • Undertake whole school Professional Development in writing best practice. 	<ul style="list-style-type: none"> • At least one Writing Professional Development session conducted for teachers per term.

		<ul style="list-style-type: none"> • Develop a variety of Independent writing strategies to help develop the depth and richness of student's writing. • Coaching & mentoring is provided by the Literacy Coordinator in writing, particularly in Years Prep to 2. • Undertake Professional Development in Reading Best Practice for the whole school. • Literacy Coordinator provides coaching & mentoring in reading, particularly in Years 3 to 6. • Numeracy Coordinator provides coaching & mentoring in Numeracy, particularly in Years 3 & 4 	<ul style="list-style-type: none"> • Four writing moderation sessions conducted for the whole school by the end of the year. • A variety of genres used for student writing is demonstrated in teacher's planning documents each term. • Teachers present and discuss VELs achievement data, particularly in Writing, at their Review meetings. • Literacy Coordinator has worked in each grade P to 2 classroom at least twice per term. • At least one Reading Professional Development session conducted for teachers per term. • Literacy Coordinator has worked in each grade 3 to 6 classroom at least twice per term. • Numeracy Coordinator has worked in each grade 3 & 4 classroom at least once per term.
	Year 3	<ul style="list-style-type: none"> • Undertake whole school Professional Development in writing best practice. • Develop a variety of Independent writing strategies to help develop the depth and richness of student's writing. • Coaching & mentoring is provided by the Literacy Coordinator in writing to the 	<ul style="list-style-type: none"> • At least one Writing Professional Development session conducted for teachers per term. • Four writing moderation sessions conducted for the whole school by the end of the year. • A variety of genres used for student writing is demonstrated in teacher's planning documents each term. • Teachers present and discuss VELs achievement data, particularly in Writing, at their Review meetings. • Literacy Coordinator has worked at least twice per term in each grade.

		<p>whole school.</p> <ul style="list-style-type: none"> Numeracy Coordinator provides coaching & mentoring in Numeracy, particularly in Years 5 & 6 	<ul style="list-style-type: none"> Numeracy Coordinator has worked in each grade 5 & 6 classroom at least once per term. 												
	Year 4	<ul style="list-style-type: none"> Evaluate programs 	<p>VELS student achievement % above the expected level are:</p> <table border="1" data-bbox="1608 454 2002 630"> <thead> <tr> <th></th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>65%</td> </tr> <tr> <td>Speaking & Listening</td> <td>65%</td> </tr> <tr> <td>Number</td> <td>65%</td> </tr> <tr> <td>Measurement</td> <td>65%</td> </tr> </tbody> </table>		Targets	Reading	70%	Writing	65%	Speaking & Listening	65%	Number	65%	Measurement	65%
	Targets														
Reading	70%														
Writing	65%														
Speaking & Listening	65%														
Number	65%														
Measurement	65%														
<p><u>Student Learning</u> Increase the use of collaborative teams focused on improving teacher practice and student outcomes</p>	Year 1	<ul style="list-style-type: none"> Professional Learning Teams operate within a challenging culture that uses multiple sources of evidence, identifies students Zone of Proximal Development and plans using scaffolding of prior learning. Create opportunities for peer observations, classroom snapshots and visits to other educational settings. 	<ul style="list-style-type: none"> Professional Learning Team agendas include reflections on student data, especially around writing & numeracy. Professional Learning Team minutes indicate teachers are able to provide and discuss multiple sources of evidence around student achievement. Each Professional Learning Team uses assessment rubrics to inform teaching & learning. An updated assessment schedule is in place for each Professional Learning Team by the end of Term 1. Documented evidence of teacher goals for the student achievement levels in their class have been set as part of the Performance Review process in Term 1 Documented evidence of Professional Learning Team goals have been set as part of the Performance Review process in Term 1 At least 2 Peer observational visits have been undertaken by each teacher across the year. At least 2 classroom snapshot visits have 												

			<p>been conducted with findings shared with all staff.</p> <ul style="list-style-type: none"> • School Leaders involved in at least 2 Network Instructional Rounds.
	Year 2	<ul style="list-style-type: none"> • Professional Learning Teams operate within a challenging culture that uses multiple sources of evidence, identifies students Zone of Proximal Development and plans using scaffolding of prior learning. • Create opportunities for peer observations, classroom snapshots and visits to other educational settings. 	<ul style="list-style-type: none"> • Professional Learning Team agendas include reflections on student data, especially around writing & numeracy. • Professional Learning Team minutes indicate teachers are able to provide and discuss multiple sources of evidence around student achievement. • Each Professional Learning Team uses assessment rubrics to inform teaching & learning. • An updated assessment schedule is in place for each Professional Learning Team by the end of Term 1. • Documented evidence of teacher goals for the student achievement levels in their class have been set as part of the Performance Review process in Term 1 • Documented evidence of Professional Learning Team goals have been set as part of the Performance Review process in Term 1 • At least 2 Peer observational visits have been undertaken by each teacher across the year. • At least 2 classroom snapshot visits have been conducted with findings shared with all staff. • School Leaders involved in at least 2 Network Instructional Rounds.
	Year 3	<ul style="list-style-type: none"> • Professional Learning Teams operate within a challenging culture that uses multiple sources of evidence, identifies 	<ul style="list-style-type: none"> • Professional Learning Team agendas include reflections on student data, especially around writing & numeracy.

		<p>students Zone of Proximal Development and plans using scaffolding of prior learning.</p> <ul style="list-style-type: none"> • Create opportunities for peer observations, classroom snapshots and visits to other educational settings. 	<ul style="list-style-type: none"> • Professional Learning Team minutes indicate teachers are able to provide and discuss multiple sources of evidence around student achievement. • Each Professional Learning Team uses assessment rubrics to inform teaching & learning. • An updated assessment schedule is in place for each Professional Learning Team by the end of Term 1. • Documented evidence of teacher goals for the student achievement levels in their class have been set as part of the Performance Review process in Term 1 • Documented evidence of Professional Learning Team goals have been set as part of the Performance Review process in Term 1 • At least 2 Peer observational visits have been undertaken by each teacher across the year. • At least 2 classroom snapshot visits have been conducted with findings shared with all staff. • School Leaders involved in at least 2 Network Instructional Rounds.
	Year 4	<ul style="list-style-type: none"> • Undertake a review of all programs. 	<ul style="list-style-type: none"> • Review completed of the school's Performance Development Culture by the end of the year. • Review completed around operations of Professional Learning Teams by the end of the year. • Review completed around operations of classroom visits by the end of the year.

<p><u>Student Learning Engagement and Well Being</u> Guarantee an engaging, relevant, and challenging child centered inquiry based curriculum</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Negotiated and personalised learning is supported by the setting of student's Individual short term and long term learning goals. • Develop a whole school understanding of differentiation as it occurs at Chatham. • Teachers to work with students to develop personalized short and long term long goals. • Teachers using an inquiry based curriculum. • A variety of feedback to students being used in all classrooms • Teachers explicitly communicating to students the clear purpose of the lesson/activity.. • Fully implement the Australian Developmental Curriculum – Kathy 	<ul style="list-style-type: none"> • Documented evidence of student goals are set by the end of term 1 and the beginning of term 3 • Professional Development sessions conducted around Differentiated Curriculum conducted each term. • Whole school agreement around what is differentiation at Chatham is documented. • Professional Development sessions conducted around Differentiated Curriculum conducted each term. • Audit of Thinking Orientated Curriculum strategies used across the school completed by the end of Term 2. • Documented evidence of student goals are set by the end of term 1 and the beginning of term 3. • Documented evidence of units of work for each term have been planned using concepts. • Professional Development conducted for teachers around the use of feedback by the end of Term 2 • Evidence in place of peer feedback being used in all classrooms • Evidence in place of student's own reflection about their learning • At least one classroom peer visit has a focus on observing multiple sources of feedback • At least one classroom peer visit has a focus on gathering data on the students understanding around the purpose of the lesson • Each Prep teacher has undertaken at least one Professional Development
--	---------------	---	--

		<p>Walker Approach</p> <ul style="list-style-type: none"> • Prep teachers undertake relevant professional development in this approach • Develop and implement a purposeful and integrated use of ICT in all curriculum areas • Strategic use of staff to run support programs • Support students at risk by accessing DEECD support staff, conducting Parent Support Group meetings, use of Individual Learning Plans, student centred goals, and outside agencies where appropriate. • Ensure that Individual Learning Plans are in place for all students that are in Out of Home Care, those students at risk, for 	<p>activity run by Kathy Walker Approach</p> <ul style="list-style-type: none"> • Prep teachers have undertaken at least one visit to another school using this approach. • At least 1 observational visit to the Prep classrooms has been undertaken by all teachers • At least 1 school based professional development session undertaken with all staff around this approach • Application by Prep teachers for Professional Leave to undertake further research in this approach has been submitted by due date. • Investigate the use of flexible learning spaces and the use of ICT in other schools • A trial of a relevant Cyber Safety program is in place by the end of term 2 • Audit completed of ICT assessment procedures across the school by the end of Term 1 • New ICT assessment schedule has been produced by the end of Term 3 • A series of school based ICT Professional Development sessions organised for staff based on needs and utilising staff expertise has been completed by the end of Term 3 • Staff in place by the beginning of the year to run extra-curricular activities, Reading Recovery, support for students at risk and extension programs. • Year 6 Leadership program resourced with staff in place for each student group. • Peer support (Year 6 & Year 3) and Buddy programs (Year 5 & Preps, Year 6 & Year 1) in place for the year. • At least 3 whole school cross-age activities conducted across the year.
--	--	---	--

		<p>those who are receiving funding through the PSD program or are Koorie students.</p> <ul style="list-style-type: none"> • Explore Global Education opportunities to provide a more sustained approach to the introduction of this initiative into the whole school curriculum • Explore the opportunities to lift the profile of our exemplary LOTE program to include links with Japan and Japanese students/culture • Use of a variety of ICT to link students to the wider community. • Actively engage parents in their child's learning by; <ul style="list-style-type: none"> ○ Seeking parent input into Homework practices across the school ○ Seeking parent input into student reporting practices across the school. ○ Undertaking a review of all communication practices in place for parents. ○ Undertaking a review of Parent Information sessions ○ Conducting parent information forums in a variety of curriculum areas/initiatives 	<ul style="list-style-type: none"> • Completed submission for receiving 5th star in the AUSSI sustainable schools program by the end of Term 2. • Staff coordinator in place to lead sustainable initiatives and practises across the school. • Documented evidence of Bounce Back program implemented in all classrooms. • Professional Development session on Globalisation conducted by the end of Term 2 for all teachers • Evidence of Globalisation concepts used in planning documents. • A sister school relationship is in place through the use of ICT as part of a Pen Pals program. • A study tour organised and conducted for a group of senior students to visit Japan and Japanese schools by the end of Term 3. • A parent helper's course has been conducted by the end of Term 1 • Parents used across the school to assist with classroom activities, especially in Literacy and Numeracy blocks. • A review of homework practices has been completed by parents, teachers and students by the end of term 2. • Survey of parents conducted after Parent Information evenings in early Term 1 • All school policies have been posted on the web site by the end of the year. • A parent forum has been conducted at each VELS level by the end of the year. • Trial undertaken with 3 way interviews for Year 6 by the end of term 2.
	Year 2	<ul style="list-style-type: none"> • Negotiated and personalised learning is supported by the setting of student's Individual short term and long term 	<ul style="list-style-type: none"> • Documented evidence of student goals are set by the end of term 1 and the beginning of term 3

		<p>learning goals.</p> <ul style="list-style-type: none"> • An inquiry based curriculum being used across the school. • Teachers explicitly communicating to students the next stage of their learning. • Fully implement the Australian Developmental Curriculum – Kathy Walker Approach • Prep teachers undertake relevant professional development in this approach • Develop and implement a purposeful and integrated use of ICT in all curriculum areas • Strategic use of staff to run support programs • Support students at risk by accessing DEECD support staff, conducting Parent Support Group meetings, use of Individual Learning Plans, student centred goals, and outside agencies where appropriate. • Ensure that Individual Learning Plans are in place for all students that are in Out of Home Care, those students at risk, for those who are receiving funding through the PSD program or are Koorie students. 	<ul style="list-style-type: none"> • Professional Development sessions conducted around Differentiated Curriculum conducted each term. • Documented evidence of units of work have been planned using concepts. • At least one classroom peer visit has a focus on gathering information on the students understanding around the next stage of their learning. • Each Prep teacher has undertaken at least one Professional Development activity in this approach • At least 1 observational visit to the Prep rooms to view this approach has been undertaken by all teachers • At least 1 school based professional development session undertaken with all staff around this approach • A series of school based ICT Professional Development sessions organised for staff based on staff needs and utilising staff expertise has been completed by the end of Term 3 • Staff in place by the beginning of the year to run extra-curricular activities, Reading Recovery, support for students at risk and extension programs. • A review of all student support programs completed by the end of the year. • Year 6 Leadership program resourced with staff in place for each student group. • Peer support (Year 6 & Year 3) and Buddy programs (Year 5 & Preps, Year 6 & Year 1) in place for the year. • At least 3 whole school cross-age activities conducted across the year. • Completed submission for receiving 5th star in the AUSSI sustainable schools
--	--	--	---

		<ul style="list-style-type: none"> • Develop opportunities to lift the profile of our exemplary LOTE program to include links with Japan and Japanese students/culture • Use of a variety of ICT to link students to the wider community. • Actively engage parents in their child's learning. 	<ul style="list-style-type: none"> • program by the end of Term 2. • Staff coordinator in place to lead sustainable initiatives and practises across the school. • Documented evidence of Bounce Back program implemented in all classrooms. • Professional Development session on Globalisation conducted by the end of Term 2 for all teachers • Evidence of Globalisation concepts used in planning documents. • A sister school relationship is in place through the use of ICT as part of a Pen Pals program. • A group of Japanese students to visit our school as part of a study tour by the end of Term 3. • A parent helper's course has been conducted by the end of Term 1 • Parents used across the school to assist with classroom activities, especially in Literacy and Numeracy blocks. • A parent forum has been conducted at each VELs level by the end of the year. • Option available for 3 way interviews conducted for Year 6 families by the end of term 2.
	Year 3	<ul style="list-style-type: none"> • Negotiated and personalised learning is supported by the setting of student's Individual short term and long term learning goals. • An inquiry based curriculum being used across the school. • Teachers explicitly communicating to students the next stage of their learning. 	<ul style="list-style-type: none"> • Documented evidence of student goals are set by the end of term 1 and the beginning of term 3 • Professional Development sessions conducted around Differentiated Curriculum conducted each term. • Documented evidence of units of work have been planned using concepts. • At least one classroom peer visit has a focus on gathering information on the

		<ul style="list-style-type: none"> • Fully implement the Australian Developmental Curriculum – Kathy Walker Approach • Prep teachers undertake relevant professional development in this approach • Develop and implement a purposeful and integrated use of ICT in all curriculum areas • Strategic use of staff to run support programs • Support students at risk by accessing DEECD support staff, conducting Parent Support Group meetings, use of Individual Learning Plans, student centred goals, and outside agencies where appropriate. • Ensure that Individual Learning Plans are in place for all students that are in Out of Home Care, those students at risk, for those who are receiving funding through the PSD program or are Koorie students. • Develop opportunities to lift the profile of our exemplary LOTE program to include 	<p>students understanding around the next stage of their learning.</p> <ul style="list-style-type: none"> • Each Prep teacher has undertaken at least one Professional Development activity in this approach • At least 1 observational visit to the Prep rooms to view this approach has been undertaken by all teachers • At least 1 school based professional development session undertaken with all staff around this approach • A series of school based ICT Professional Development sessions organised for staff based on staff needs and utilising staff expertise has been completed by the end of Term 3 • Staff in place by the beginning of the year to run extra-curricular activities, Reading Recovery, support for students at risk and extension programs. • A review of all student support programs completed by the end of the year. • Year 6 Leadership program resourced with staff in place for each student group. • Peer support (Year 6 & Year 3) and Buddy programs (Year 5 & Preps, Year 6 & Year 1) in place for the year. • At least 3 whole school cross-age activities conducted across the year. • Completed submission for receiving 5th star in the AUSSI sustainable schools program by the end of Term 2. • Staff coordinator in place to lead sustainable initiatives and practises across the school. • Documented evidence of Bounce Back program implemented in all classrooms. • Professional Development session on Globalisation conducted by the end of
--	--	---	---

		<p>links with Japan and Japanese students/culture</p> <ul style="list-style-type: none"> • Use of a variety of ICT to link students to the wider community. • Actively engage parents in their child's learning. 	<p>Term 2 for all teachers</p> <ul style="list-style-type: none"> • Evidence of Globalisation concepts used in planning documents. • A sister school relationship is in place through the use of ICT as part of a Pen Pals program. • A group of Japanese students to visit our school as part of a study tour by the end of Term 3. • A parent helper's course has been conducted by the end of Term 1 • Parents used across the school to assist with classroom activities, especially in Literacy and Numeracy blocks. • A parent forum has been conducted at each VELS level by the end of the year. • Option available for 3 way interviews conducted for Year 6 families by the end of term 2.
	Year 4	<ul style="list-style-type: none"> • Review of all programs conducted 	<ul style="list-style-type: none"> • Continue with Year 3 Achievement Milestones
<p><u>Student Pathways and Transitions</u> Provide personal pathways through the school for each student based on individual developmental needs</p>	Year 1	<ul style="list-style-type: none"> • Provide clear communication to parents, particularly around student preparation for the next year, transition aims and processes • Improve links with local secondary schools and kindergartens 	<ul style="list-style-type: none"> • Review is completed around the current transition programs within and beyond the school. • Statements around transition are included in each Year levels term newsletter to parents • A communication around transition is included in the school newsletter at least once per term. • Peer Support, & Buddy programs in operation all year • At least 3 cross age activities for the whole school completed across the year • Chatham students to visit local feeder kindergarten at least twice in Terms 3 & 4

	<ul style="list-style-type: none"> • Improve the readiness of Year 6 students to transition into a secondary school setting through targeted initiatives. • Complete and document a process that involves stakeholders in a review of Vision and Values statements 	<ul style="list-style-type: none"> • Year 6 Transition Conference Day held by mid Term 4 that also involves students from local secondary schools. • New diary system introduced into Year 5 & 6 from the beginning of Term 1. • Year 6 homework requirements include specialist program assignments in Term 4 • Vision and Values statements have been rewritten as of the beginning of 2012. • A school oath statement has been written based on school values by students and is in use by the beginning of Term 2.
Year 2	<ul style="list-style-type: none"> • Provide clear communication to parents around transition initiatives. • Improve links with local secondary schools and kindergartens • Improve the readiness of Year 6 students to transition into a secondary school setting through targeted initiatives. 	<ul style="list-style-type: none"> • Statements around transition are included in each Year levels term newsletter to parents • A communication around transition is included in the school newsletter at least once per term. • Peer Support, & Buddy programs in operation all year • At least 3 cross age activities for the whole school completed across the year • Chatham students to visit local feeder kindergarten at least twice in Terms 3 & 4 • Year 6 Transition Conference Day held by mid Term 4 that also involves students from local secondary schools.
Year 3	<ul style="list-style-type: none"> • Provide clear communication to parents around transition initiatives. 	<ul style="list-style-type: none"> • Statements around transition are included in each Year levels term newsletter to parents • A communication around transition is included in the school newsletter at least once per term. • Peer Support, & Buddy programs in operation all year • At least 3 cross age activities for the

	<ul style="list-style-type: none"> • Improve links with local secondary schools and kindergartens • Improve the readiness of Year 6 students to transition into a secondary school setting through targeted initiatives. 	<p>whole school completed across the year</p> <ul style="list-style-type: none"> • Chatham students to visit local feeder kindergarten at least twice in Terms 3 & 4 • Year 6 Transition Conference Day held by mid Term 4 that also involves students from local secondary schools.
Year 4	<ul style="list-style-type: none"> • Provide clear communication to parents around transition initiatives. • Improve links with local secondary schools and kindergartens • Improve the readiness of Year 6 students to transition into a secondary school setting through targeted initiatives. 	<ul style="list-style-type: none"> • Statements around transition are included in each Year levels term newsletter to parents • A communication around transition is included in the school newsletter at least once per term. • Peer Support, & Buddy programs in operation all year • At least 3 cross age activities for the whole school completed across the year • Chatham students to visit local feeder kindergarten at least twice in Terms 3 & 4 • Year 6 Transition Conference Day held by mid Term 4 that also involves students from local secondary schools.