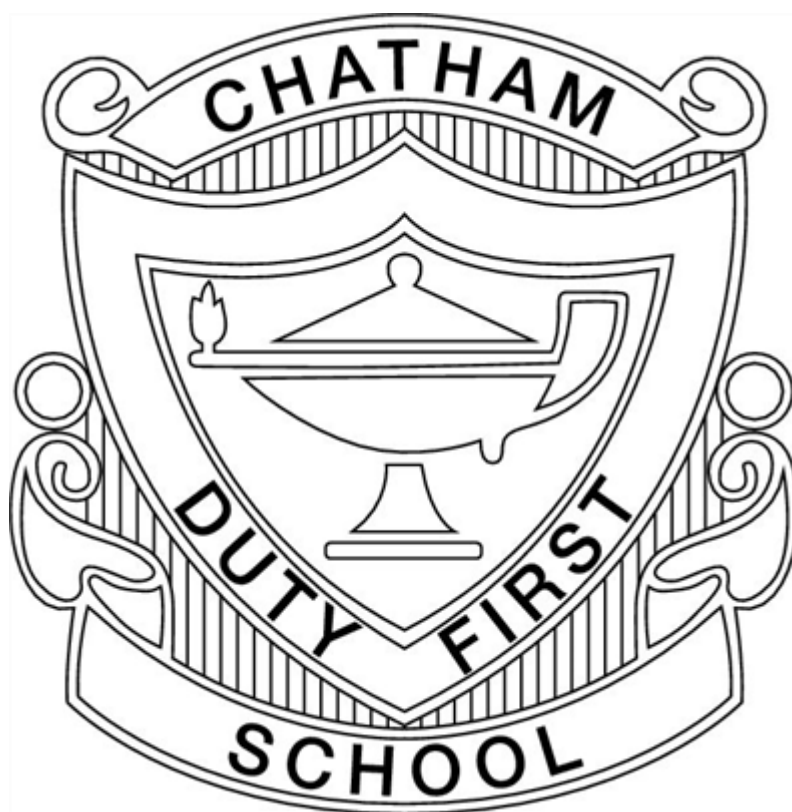


School Strategic Plan 2019-2023

Chatham Primary School (4314)



Submitted for review by Christopher Cotching (School Principal) on 10 March, 2020 at 04:54 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 11 March, 2020 at 10:19 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

Chatham Primary School (4314)

School vision	<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. We acknowledge the unique and valued abilities of every student as they progress through their educational journey. Through the demonstration and modelling of strong and enduring values we strive to enable students to reach their academic, social, emotional and physical potential. This is contextualized through the application and engagement of all students with the Victorian Curriculum and the ongoing standards specified and mandated by the Victorian Regulation and Qualifications Authority for Victorian Schools.</p> <p>Chatham Primary School is a dynamic and continuously developing learning community which fosters and values a shared partnership and sense of purpose in the interactions between students, staff and parents, and more broadly, the wider community. The school embodies a rich and compelling history of community spirit and inclusion that allows a connectedness to, and an appreciation and regard of the past, whilst building a sense of optimism and foreboding about preferred futures.</p>
School values	<p>At the core of Chatham Primary School life and interactions are the ever present predispositions by students, staff and parents to the notion, at all levels, of engendering a safe, fair and kind environment. This is further delineated by the presence of six enduring and guiding values for interactions, behavior and orientations.</p> <p>We value:</p> <p>Learning: Developing critical, creative and reflective thinking skills and knowledge to maximize each child's potential as independent, motivated and life long learners in a global context.</p> <p>Respect: 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.</p> <p>Resilience: Having a belief in yourself and your own unique abilities and recognizing that you are valued by others. Developing self worth, flexibility, initiative and persistence.</p> <p>Partnership: Embracing the development of cooperative, inclusive and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals.</p> <p>Responsibility; Displaying self discipline, being accountable for the decisions you make and the actions and words you use.</p> <p>Honesty: Being reliable, truthful and fair, while being true to yourself and others.</p>
Context challenges	<p>Chatham Primary School is located in Surrey Hills in Melbourne's inner eastern suburbs, with students drawn from a relatively small catchment area. Chatham Primary School's main facility is a two storey heritage red brick building with a three arched entry. Additionally, through the provision of the Federal Government's Building the Education Revolution (BER in 2009, an imposing double storey building was built towards the rear of the school. This building comprises eight general purpose classrooms and in recent</p>

years has comprised of classes from Preparatory to Year 2. Furthermore, a Modular Five building exists to provide for our music provision. During 2019 two modular portables were removed. These were deemed unfit for purpose and were demolished on the site. An additional two portables will be removed in 2020, as these have also been deemed as unfit for purpose. The school has an enduring history and has established an alumni of past students, staff and parents who take an ongoing interest in the school. The school opened with an enrolment of 212 students on the 1st August 1927 and many pictures, artifacts and material continue to grace the entrance hall and areas surrounding the school office, from that time and thereafter. Rituals and practices established many years ago continue to be embraced and followed with great interest and commitment despite changing cohorts of students, staff and parents.

The level of student enrolment has changed considerably over the last five years, reflecting somewhat the notion of established families seeking to remain in the area. As a result there are less younger families proportionately. The enrolment stands at approximately 340 students. However we do expect this number to remain stable in the coming years as new families in the enrolment zone arrive at Chatham Primary School. Whilst the school has enjoyed leadership and staff stability in previous years over the last two years 2017 - 2019 there was some change in Principal leadership and governance matters. Since the beginning of 2019 there has been increased stability in both the Principal leadership and in the governance provided by the School Council and its associated Committees of School Council. Currently, the school enjoys an effective, dedicated and focused School Council comprising the Principal as Executive Officer; four Department of Education and Training employees; eight parent members and two co opted community members. The School Council is further supported by six Committees of School Council: Buildings and Grounds; Communications and School Development; Education; Finance; Fundraising and Services. These Committees of School Council are each driven by clear terms of reference and therein have established goals and intentions for 2019 - 2020. They continue to meet monthly and contribute greatly to the decision making at School Council. Additionally, in 2019 the Buildings and Grounds Committee of School Council established a Masterplan Committee. The purpose was to review the needs of the school in terms of its building provision for the future and to consult and liaise with senior Department of Education and Training personnel to effect needed changes. The actions and drive of our School Councillors has resulted in securing a number of successful applications, particularly in relation to the development of the grounds. Throughout 2019 the school was successful in achieving a number of Land care and Woolworths Grants, and by Term Four 2019 was the proud recipient of four other successful grants. These included:

- *Local Schools Community Fund - Federal Government - \$10,000
- * Communities Environment Program - Federal Government - \$20,000
- * Shade Grant Program - State Government - \$19,380
- * Inclusive Schools Fund - Round 5 - State Government - \$200,000
- *Leader Newspaper Grant - \$1,000

Importantly in 2019 the school readily identified the need to ensure all practice, policy and documentation was consistent with the minimum standards for school registration as established by the Victorian Regulatory and Qualifications Authority (VRQA) . This was reviewed at the time of a scheduled School Review for Chatham Primary School. In September 2019 the school was determined to be totally compliant with the standards set by the VRQA. This important baseline of clarity in operation was significant in inculcating

	<p>expectations across a range of policy and program areas and instilling a clear sense of direction for the future. Chatham Primary School prides itself on providing a friendly and supportive learning environment with an enduring focus upon high impact teaching strategies, student well being, and fostering across all levels, positive and respectful relationships.</p>
<p>Intent, rationale and focus</p>	<p>At the core of our school development and enhancement is a continuing focus upon the Framework for Improving School Outcomes (FISO). Through the progress of the School Review in Term Four 2019 the school identified the progress the school was making in relation to the FISO Continua of Practice for School Improvement and therein the four FISO priorities and the sixteen dimensions. At the outset there was a focus upon the Essential Elements for School Improvement.</p> <ol style="list-style-type: none"> 1. Documented curriculum plan, assessment and shared pedagogical approaches. 2. School-based professional learning program developed and implemented that supports the school's identified improvement strategies. 3. School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan. 4. Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement. 5. Whole-school approach to health, well being, inclusion and engagement. 6. Moderation of common student assessment tasks. 7. Data collection, analysis and evaluation of student learning growth over time. 8. Explicit use of evidenced-based school improvement strategies and teacher professional practice activities. <p>During 2019 enormous work was undertaken in relation to meeting and exceeding VRQA requirements. The Essential Elements for School Improvement provided the structure and direction to further two main priorities: Excellence in Teaching and Learning and Professional Leadership</p> <p>In the current year, 2020 there is a continuing intent to consolidate approaches to curriculum planning and assessment. This will also lead to a renewed focus upon data collection and analysis, and therein a greater and more comprehensive approach to achieving data literacy,</p> <p>Additionally, the School Review gave our staff the opportunity to refresh and assess our progress against each of the sixteen dimensions of the Framework for Improving Student Outcomes. Through highly collaborative practices, combined with strategic professional learning modes and teams, staff assessed each dimension as either being at the level of emerging, evolving, embedding or excelling. It was apparent that whilst significant progress had been made in relation to some dimensions, a considerable number were rated at being at the emerging stage. Over the course of the next Strategic Plan 200 - 2023 it is envisaged that the School Improvement Team (SIT) will continue to strategize and establish key improvement strategies to build these dimensions. Importantly, this model for school improvement is accepted across the OECD and is compelling in its authenticity and connection to the measures for effective schools.</p> <p>More specifically we are guided in our intent by page 27 and 28 School Review Report which provides key directions for the next</p>

School Strategic Plan 2020 -2023. Of continuing focus will be the FISO Priority Excellence in Teaching and Learning with the dimensions of Curriculum Planning and Assessment; Building Practice Excellence and Evidence Based High Impact Teaching Strategies. The development of these dimensions support two clear goals for the next School Strategic Plan. These are:

- * To improve literacy outcomes for all students
- * To improve numeracy outcomes for all students

The rationale for this focus upon the first goal was through an analysis of the school's NAPLAN relative growth figures which indicated that the high category relative growth figures had declined in Reading and Writing over the period 2016 -2018. The School Review Panel confirmed the view of the School Leadership that the challenge for teachers is to strengthen and build each students knowledge and skills in reading. It was further agreed that improved teacher capacity in data literacy combined with whole school emphasis on formative assessment would support improved outcomes for all students in literacy. In relation to goal 1 the following targets have been established for the next four years:

- 1.1 By 2023 the percentage of students in the top two bands in Year 5 NAPLAN Reading to increase from 52 % (2019) to 60%.
- 1.2 By 2023 the percentage of students in the top two bands in Year 3 NAPLAN Reading to increase from 67% (2019) to 76%
- 1.3 By 2023 the percentage of students meeting or above benchmark growth (Years 3 to 5) in NAPLAN Reading to increase from 73% (2019) to 80%

in order to achieve this goal the following Key Improvement Strategies were identified:

- 1/ To establish a consistent approach to Reading from Preparatory to Year 6 through the dimension of curriculum planning and assessment.
- 2/ To implement a consistent assessment process in literacy, Preparatory to Year 6 using an agreed instrument to track student progress
- 3/ To improve teacher capacity in data literacy to inform the teaching and learning cycle in literacy

The rationale for the second goal followed from an analysis of the school's NAPLAN results which indicated a decrease in the percentage of students in the top two bands of mathematics at Year 5. The School Review Panel determined that by building staff capacity to use achievement data to better target teaching to students' interest and point of need, combined with a refinement of the school's assessment practices, would support improved outcomes for all students in numeracy. In relation to goal 2 the following targets have been established for the next four years:

- 2.1 By 2023 the percentage of students in the top two bands in Year 5 NAPLAN Numeracy to increase from 59% (2019) to 64%
- 2.2 By 2023 the percentage of students in the top two bands in Year 3 NAPLAN Numeracy to increase from 61% (2019) to 66%
- 2.3 By 2023 the percentage of students meeting or above benchmark growth (Year 3 to 5) in NAPLAN Numeracy to increase from 80% (2019) to 85%.

In order to achieve this goal the following Key Improvement Strategies were identified:

- 1/ To embed a consistent approach to Numeracy from Preparatory to Year 6 through the dimension of curriculum planning and assessment.
- 2/ To implement a consistent assessment process in Numeracy, Preparatory to Year 6 using an agreed instrument to track student progress.
- 3/ To improve teacher capacity in data literacy to inform the teaching and learning cycle in Numeracy.

On page 28 of the School Review Report a third goal was identified for the new School Strategic Plan 2020 - 2023. This comprised:

- * Empowering students to take a higher level of responsibility for their learning.

This goal comprises a focus upon the broad priorities of Excellence in Teaching and Learning and Building a Positive Climate for Learning, and therein the three dimensions of empowering students and building school pride; intellectual engagement and self awareness and building practice excellence. The rationale for this goal evolved from feedback received from interviews during the School Review and consideration of opinion data. It was noted by the School Review Panel that the school had made significant progress in enhancing student resilience and support students to have a high opinion of themselves. The School Review Panel concurred that continuing to develop a common understanding of student agency in learning, and refining the school's approach to student goal setting and feedback would likely support further growth in student learning.

In order to achieve this goal three broad targets were established with a focus upon key aspects of the Student Opinion Survey; the Parent Survey and the Staff Survey.

School Strategic Plan - 2019-2023

Chatham Primary School (4314)

Goal 1	To improve literacy outcomes for all students Preparatory to Year 6
Target 1.1	By 2023 the percentage of students in the top 2 bands NAPLAN Reading to increase in <ul style="list-style-type: none">• Year 3 from 67% (2019) to 76%• Year 5 from 52% (2019) to 60%
Target 1.2	By 2023 the percentage of students meeting or above benchmark growth (Years 3 to 5) in NAPLAN Reading to increase from 73% (2019) to 80%
Key Improvement Strategy 1.a Curriculum planning and assessment	To establish a consistent approach to Reading from Preparatory to Year 6.
Key Improvement Strategy 1.b Evaluating impact on learning	To implement a consistent assessment process in literacy, Preparatory to Year 6 using an agreed instrument to track student progress.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Improve teacher capacity in data literacy to inform the teaching and learning cycle in literacy

Goal 2	To improve numeracy outcomes for all students Preparatory to Year 6
Target 2.1	<p>Drafting notes: Currently NAPLAN is the only student-centred data source measuring this goal. Please consider adding additional achievement targets e.g. teacher judgements</p> <p>By 2023 the percentage of students in the top 2 bands in NAPLAN Numeracy to increase in</p> <ul style="list-style-type: none"> • Year 3 from 61% (2019) to 66% • Year 5 from 59% (2019) to 64%.
Target 2.2	By 2023 the percentage of students meeting or above benchmark growth (Years 3 to 5) in NAPLAN Numeracy to increase from 80% (2019) to 85%.
Key Improvement Strategy 2.a Curriculum planning and assessment	To embed a consistent approach to Numeracy from Preparatory to Year 6
Key Improvement Strategy 2.b Building practice excellence	To implement a consistent assessment process in Numeracy, Preparatory to Year 6 using an agreed instrument to track student progress.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Improve teacher capacity in data literacy to inform the teaching and learning cycle in Numeracy.
Goal 3	Empower students to take a higher level of responsibility for their learning.
Target 3.1	By 2023 to improve the percentage of positive responses in the Student Attitudes to School Survey in the following factors:

	<ul style="list-style-type: none"> • Student voice and agency from 63% (2019) to 75% in 2023. • Classroom behaviour 76% (2019) to 85% in 2023. • Stimulated learning from 75% (2019) to 85% in 2023. <p>Student connectedness from 77% in 2019 to 85% in 2023</p>
<p>Target 3.2</p>	<p>By 2023 to improve the percentage of positive responses in the Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 70% (2019) to 75% in 2023. • Stimulating learning environment from 67% (2019) to 72% in 2023. • Confidence and resiliency skills 69% (2019) to 74% in 2023. • Teacher communication 60% (2019) to 75% in 2023.
<p>Target 3.3</p>	<p>By 2023 to improve the percentage of positive responses in the Staff Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 69% (2019) to 85% in 2023. • Academic emphasis from 68% (2019) to 78% in 2023. • Guaranteed and viable curriculum from 64% (2019) to 80% in 2023.
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>To develop and embed a whole-school approach to student agency and leadership</p>

Key Improvement Strategy 3.b
Vision, values and culture

To develop a whole school approach to student goal setting and feedback.