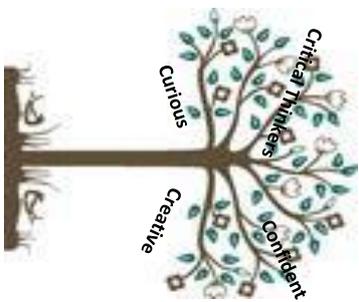


# Chalcot Lodge Primary Strategic Plan 2016-2019

**Endorsement**  
 Principal: Monica Ghirri .....11/05/2016  
 School Council: Paul Newton .....11/5/2016  
 Secretary: .....[date]

**Re-endorsement (if a Goal, KIS or Target is changed)**  
 .....[name] .....[date]  
 .....[name] .....[date]  
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**Re-endorsement (if a Goal, KIS or Target is changed)**  
 .....[name] .....[date]  
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 .....[name] .....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><b>Growing a supportive community of active learners who are confident, curious, creative and critical thinkers.</b></p> 	<p><b>The following values are agreed as being the foundations upon which all members of the school community should conduct themselves:</b></p> <p><b>RESILIENCE:</b> Bouncing back</p> <p><b>EXCELLENCE:</b> Achieving your best</p> <p><b>SAFETY:</b> Looking after others and ourselves</p> <p><b>PERSEVERANCE:</b> Never giving up</p> <p><b>EMPATHY:</b> Understanding each other</p> <p><b>COURAGE:</b> Being a risk taker with your learning</p> <p><b>TOGETHERNESS:</b> Building respectful communities of learners</p>	<p>The school community represents diverse cultural and economic backgrounds, with close to a fifth of the students from homes where English is their second language. Enrolment numbers have increased steadily over the past four years rising from 202 students in 2011 to 283 students as of April 2015. We have also seen an increase in Koori enrolments from four in 2011 to ten in 2015. The number of students funded through the disabilities program has remained steady, with 12 students receiving funding in 2015.</p> <p>Since 2011, the school has moved away from traditional structures to a Collaborative Learning and Teaching model. The school now has 12 classes that have been divided into four Learning teams and areas. Each learning team works collaboratively to deliver an innovative curriculum that focuses on giving every child every opportunity to succeed in their learning through provision of a stimulating learning environment, where high quality education addresses the individual learning needs of each student. A comprehensive and relevant curriculum is provided, with focus on Literacy and Numeracy. The use of technology is embedded in daily practice to support learning and teaching.</p> <p>The school is proud to offer an extensive range of extra-curricular programs that nurture students' individual skills and interests: Chalcot Lodge not only provides our students with the essential Literacy and Numeracy skills required to succeed in life, but also prepares our next generation of engineers, programmers, athletes, musicians, performers, film makers, radio DJs, chefs, environmentalist and future leaders. The school offers programs such as: Choir, Dance Crews, Productions, Camping and Sports Programs, Student Leadership Program, Robotics Club, Chess Club, Buddy Program, Instrumental Music, Swimming, Vegetable Garden Program, Cookery and TV / Radio Program.</p> <p>As the school has grown steadily in enrolments over the past four years so have the number of graduate teachers and new staff. This has seen a positive change in teaching dynamics and attitudes towards trying new innovative programs and teaching strategies.</p> <p>In 2015, the school has 26.17 equivalent full time staff, including: 2.0 Principal class, 14.4 EFT teachers 6 CLASS1 and 9 CLASS2 staff members, including, 1 Acting Leading Teacher, and 7.81 Education Support staff. Specialists were employed on a part time basis for Physical Education, Visual Arts, Information Communication Technologies and Performing Arts. Funds allocated through the Disabilities Program were largely used for the employment of Educational Support Staff to support student learning. Staff work within Professional Learning Teams (PLTs), including Prep (PLT F), Year 1 to Year 2 (PLT 1), Year 3 to 6 (PLT 2), Specialists (PLT 3), and Educational Support (ES) staff (PLT 4).</p> <p>There is a strong parent / school partnership. Mutual respect between parents, students and staff allows open communication and collaborative decision-making at all levels, thus contributing to the community working positively to support and achieve our shared vision.</p> <p>The excellent learning environment provided at Chalcot Lodge Primary School is evidenced by its productive, vibrant and happy atmosphere. This contributes to the high student achievement levels and the pride and positive school spirit demonstrated by the community both within and beyond the school. We call ourselves the 'Chalcot Family!'</p>	<p>A key focus over the next four years is to continue to improve student learning growth by implementing high quality and engaging teaching &amp; learning programs and enhancing the quality of teacher practise. The following initiatives and key improvement strategies have been discussed with the staff. Staff had an active role in negotiating and developing the targets giving them collective responsibility for student improvement across the school. Literacy and Numeracy are key focus over the next 4 years with resources being allocated to improve student learning growth through building staff capacity, identifying target students and implementing high quality intervention programs. Conversations with the Speech Pathologist, Language Support Officer and class teachers have indicated that there are many students across the school that would benefit from intervention that focus on decoding and comprehension skills.</p> <p>In such a diverse school community, it is recognised that providing a supportive and stimulating learning environment for students is of paramount input to engagement and student wellbeing. The review process highlighted that the continuation of the inquiry-based Teaching and Learning programs and the quality of extra curriculum opportunities is necessary over the period of the next School Strategic Plan. Therefore, the implementation of the Cathy Walker Investigation approach to teaching and learning is another key focus. The Cathy Walker approach is a total approach to teaching and learning which combines the need for children to be active participants in their learning (through hands-on and creative exploration and investigation) which sits alongside formal instruction. There is explicit teaching and development of not only literacy and numeracy skills and knowledge, but also the range of social, emotional and life skills. The program will be implemented in Prep to 2 in 2016 and 3 to 6 by 2017. The vision is to have the learning and teaching approach being consistently implemented and embedded across the school by the end of the Strategic Plan.</p> <p>The school's ICT program has evolved over the last four years with Media studies becoming a very important part of the program both for student and community engagement. Over the 2016-2019 strategic plan the school will continue to focus on developing staff confidence and ICT skills to ensure that students have a comprehensive and engaging ICT program. The refurbishment of the Library and ICT lab will provide learning spaces that are conducive to quality learning and teaching.</p> <p>Through the review process it was identified that students' absences, particularly unapproved absences, need to be addressed. Over the next 4 years the school will endeavour to engage with parents to decrease student absences and develop processes that will improve the way in which the school communicates with parents and acquires parental explanations.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)

**Achievement**  
To maximise student learning growth in English and Mathematics for Foundation to Level 6.

To improve overall student achievement levels in the areas of English and Mathematics.

Improvement Priorities, Initiatives and/or Dimensions

- Professional Leadership**
    - Building Leadership teams
  - Excellence in Teaching and Learning**
    - Building Practice Excellence
    - Curriculum Planning and Assessment
- Implementing evidence based high impact teaching strategies.**

Key Improvement strategies

**Building Leadership teams**  
Development and documentation of a comprehensive whole staff Professional Development Action Plan that focusses on building teacher and leadership capacity in line with the 2016 – 2019 School Strategic Plan.

Development of School Improvement Committee and curriculum Leaders & Committees.

Development and documentation of School Leaders Structure that will facilitate distributive leadership across the school

**Excellence in teaching and Learning**  
Building teacher capacity in understanding the reading process- The Big 6.

Building teacher capacity in Speech Language and Communication Skills.

Teachers to participate in high quality professional learning with Michael Ymer focussing on developing teacher capacity in teaching hands on engaging Number activities.

Research, modify and implement an Instructional Teaching model across the school. Eg TEEP

Implementation of a 'Peer Observations beginning with Leadership team and then peers, focussing on the teaching and learning of Inquiry, Literacy and Numeracy.' What does a good teaching and learning session look like? What should the teacher be doing? What should the students be doing?

Develop and document the Chalcot Lodge PS Inquiry Learning, Numeracy and Literacy Pedagogy.

**Curriculum Planning and Assessment**  
Implementing a Language Support Program for designated students in Years Prep and 1 focussing on oral language.

Implementation of the Toe by Toe program (Phonics) and LEAP (Reading Comprehension) program for designated students in Year 2.

Implementation of Toe to Toe program and LEAP program implemented to designated Year 3 to 6 students.

Readers' Café – Implement and embed key aspects of the Reader's Café in particular comprehension accuracy, fluency and expanded vocabulary.

Seven Steps Writing – Implement and embed the Seven Steps Writing Program.

Research and implement quality programs, activities that will enhance the teaching and learning of grammar and punctuation across the school.

Review of Whole School Assessment Schedule with a particular focus on the assessment strategies used for Reading in Years Prep to 2.

Professionally develop all teaching staff in the use of Running Records as an assessment tool for reading.

School to develop pre and post/less in Geometry in line with the Victorian curriculum.

Review and modify pre/post assessments in Number.

Investigating commercially produced assessment in Mathematics that focus on Measurement, Statistics and Probability.

Investigate the new Department of Education student data collection program.

All classroom teachers using GradeXpert to document and track student Learning Gain in Number, Writing and Reading.

All classroom teachers use GradeXpert to document and track student learning through the use of anecdotal notes for Number and Reading.

**Targets**  
(for improving student achievement, engagement and wellbeing)

To improve the 'NAPLAN Numeracy' (4 Year average Learning Gain) to be in line with the median of all Victorian government schools.  
(Data from Government School Performance Report)

To improve the NAPLAN Relative Growth in the high category.  
(Data from School Summary Report)

2015 Data NAPLAN Relative Growth- % of Students in the high category

Numeracy	Grammar & Punctuation	Writing	Reading
16.7%	6.7%	13.3%	10%

**Targets for 2019**

Numeracy	Grammar & Punctuation	Writing	Reading
25%	25%	25%	25%

Improve/maintain the percentage of students achieving at least one year's learning growth (Victorian Curriculum Assessment Data) across the school in literacy and numeracy.  
(School based data using GradeXpert)

Reading	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	74	78	94	97	94	94	74
2018	80	85	90+	90+	90+	90+	90+

Writing	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	50	90	96	82	79	82	70
2018	80	90+	90+	90+	90+	90+	90+

Speaking and Listening	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	74	91	93	91	97	91	89
2018	80	90+	90+	90+	90+	90+	90+

Number	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	74	93	73	95	94	83	75
2018	80	90+	90+	90+	90+	90+	90+

To improve the school mean score in the 'Victorian Curriculum Teacher Assessment Data Prep to 6 in Reading & Viewing and Writing to be in line with the region. (Data from School Summary Report)

2015 Data Reading and Viewing - School 2.82 Region 3.01

2015 Data Writing - School 2.63 Region 2.81

2015 Data Speaking and Listening - School 2.75 Region 2.89

To improve the school mean score in the 'Victorian Curriculum Teacher Assessment Data Prep to 6 in Measurement & Geometry and Number & Algebra to be in line with the region. (Data from School Summary Report)

2015- Data Measurement & Geometry School 2.72 Region 2.84

2015- Data Number and Algebra School 2.76 Region 2.87



<p><b>Engagement</b></p> <p>Provide an engaging, stimulating and student centred learning environment that promotes creative and critical thinking.</p>	<p><u>Excellence in Teaching and Learning</u></p> <ul style="list-style-type: none"> <li>• <b>Building Practice Excellence</b></li> <li>• <b>Curriculum Planning and Assessment</b></li> </ul> <p><u>Positive Climate For Learning</u></p> <ul style="list-style-type: none"> <li>• <b>Empowering Students and Building School Pride</b></li> <li>• <b>Setting expectations and promoting inclusion</b></li> </ul>	<p><b>Implementing evidenced based programs that focus on developing creative and critical thinking skills.</b></p> <p><u>Victorian Curriculum</u></p> <p><b>Building teacher capacity in relation to the implementation of the new Victorian Curriculum.</b></p> <p><b>Review and modify the school's Global Theme Program of Inquiry in line with the new Victorian Curriculum.</b></p> <p><b>The Victorian Curriculum Implemented across the school and documented in Projection planning and weekly work programs.</b></p> <p><b>Cathy Walker Investigation Approach</b></p> <p>External professional development for Years Prep to 6 Teachers in the Cathy Walker Discovery Learning Approach.</p> <p>Implement the Cathy Walker Investigation Approach from Prep to Year 6.</p> <p>All classes in Years Prep to 6 planning, implementing and documenting Investigation Learning activities in weekly program planning and projections.</p> <p><b>ICT</b></p> <p>Engage with an architect company to design and refurbish the existing Library.</p> <p>Refurbish ICT lab to create a collaborative learning space with mobile devices and furniture.</p> <p>Implementation of an ICT Peer Coaching Program for all class teachers focusing on integrating the use of devices within collaborative Reading and Mathematics lessons in Prep to 6.</p> <p>Implementation of a Radio Station Program for all Year 4 students.</p> <p>Extend the ICT Specialist program, to incorporate the use of the media centre with a focus on the radio room for students in Year 3 and 6.</p> <p>ICT committee review and update the schools 4 Year eLearning plan.</p> <p><b>Science/Critical and Creative Thinking</b></p> <p>Building teacher capacity in relation to the assessment of the Science Learning Area (with a focus on Strand Science Inquiry) of the Victorian Curriculum.</p> <p>Building teacher Capacity in assessment of Critical and Creative Thinking (Meta Cognition.)</p> <p>Transdisciplinary and Meta Cognition skills.</p> <p>Development of a whole school assessment strategy in relation to Science and Critical and Creative Thinking using the Victorian Curriculum Resources.</p>	<p>That 25% of Students from Level 3 to 6 achieving an A or B score in the Victorian Curriculum Teacher Assessment Data in relation to Critical and Creative Thinking – Meta Cognition - with a particular focus in the Level 3 to 4 area. (Data from School Portal – Achievement Data)</p> <p>That 25% of Students from Level 3 to 6 achieving an A or B score in the Victorian Curriculum Teacher Assessment Data in relation to Science – Inquiry Skills with a particular focus in the Level 3 to 4 area. (Data from School Portal – Achievement Data)</p> <p>To maintain Student Attitudes to School Survey results in relation to 'Stimulating Learning' and 'Student Motivation' in the Fourth Quartile. (School Summary Report data)</p>
<p><b>Wellbeing</b></p> <p>Enhance school practices in student wellbeing through strengthening the communication between home/school in relation to student absences.</p>	<p><u>Community Engagement in Learning</u></p> <ul style="list-style-type: none"> <li>• <b>Building Communities</b></li> </ul>	<p>Develop and implement strategies that educate parents in the importance of students attending school.</p> <p>Develop and implement strategies that will improve students' unexplained absences.</p> <p>Review Student Attendance policy and distribute policy and procedures to parents/guardians via the school newsletter, tqbiz and website.</p> <p>Develop and implement whole school attendance strategies which will encourage students to attend school on a daily basis.</p> <p>Review and document administration procedures in relation to recording student absences and acquiring parent explanations.</p> <p>Implement the use the Tqbiz application as a form of communication between home and school.</p>	<p>To decrease the school mean score for unexplained absences from 5.83 in 2014 to 3.00 by 2018. (School Summary Report data)</p> <p>Continue to decrease student absences days from Levels Prep to 6 to 14.00 or similar to the state. (School Summary Report data)</p>





Framework for Improving Student Outcomes

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