

Chandler Park PS
Draft Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Naomi Reed[name].....[date][name].....[date]
School council: Stewart Winton[name].....[date][name].....[date]
Delegate of the Secretary: Ken Robinson[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our vision at Chandler Park is to value positive ongoing partnerships between the child, school and community to empower students to become lifelong learners and active participants in the global world.</p> <p>Our motto 'Pride in Excellence' supports our vision of children achieving to their potential.</p> <p>Our mission is to ensure that students are at the centre of everything we do. A collaborative, innovative and progressive teaching and learning approach will prepare students for their future by providing:</p> <ul style="list-style-type: none"> • A safe, supportive and orderly learning environment • A whole school approach that builds resilience and respectful relationships • Diverse and personalised learning experiences • Technology rich practices • Students with the opportunity to express their views, ideas and concerns 	<p>At Chandler Park we aim to develop enthusiastic learners who will always do their best and strive for excellence. The following core values underpin the management and teaching practices at our school.</p> <p>Collaboration – being friends, caring for each other and working together</p> <p>Respect- valuing ourselves and other people</p> <p>Resilience – trusting in ourselves, having a go and not giving up</p> <p>Innovation- to use initiative and imagination to create something new.</p> <p>We reinforce our values through our Literacy, Numeracy, Specialists, Inquiry and Wellbeing programs.</p>	<p>Throughout the previous strategic plan period from 2012-2016, student learning in literacy and numeracy was consistently performing at or above similar schools and writing and spelling were above the State means. Performance at Year 3 tended to be higher than Year 5 and the percentage of students in the top two bands of NAPLAN for numeracy, reading and writing was comparable to similar school percentages. In contrast, teacher judgement of student learning for English and Mathematics over this period did not reflect these results indicating a need to build teacher understanding of standards within the Victorian Curriculum and build teacher capacity to assess and identify zone of proximal learning development for their students.</p> <p>For the next Strategic Plan period the school will aim to reach the Education State targets in Literacy and Numeracy, which state that 'by 2020 25% more Year 5 students will reach the highest levels of achievement in reading and maths' There will also be a focus on strengthening teacher knowledge and understanding of the standards associated with Mathematics and English within the Victorian Curriculum and to effectively assess student performance to customise their learning program development.</p> <p>The context for the new student wellbeing goal is to develop students holistically, to enhance resilience and focus on social/emotional learning. The challenge will be to implement an inclusive curriculum which focuses on a differentiated learning program and student voice is promoted and fostered in all classrooms. To support this inclusive learning environment, a school wide approach to mental health and wellbeing, with a focus on prevention and intervention, will be embedded. The school will also utilize the expertise and experiences of the new wellbeing leading teacher to facilitate the achievement of this goal. The low proportion of positive responses by male year 5 students compared to the female students on the 2017 Students Attitudes to School Survey will provide a baseline measure to assess program development and implementation.</p> <p>In reviewing the school's consultative processes, the recent school review highlighted the need to enhance school structures and procedures associated with school wide leadership communication and decision making. This is an area that will be targeted in the new strategic plan period and will be strengthened by building teacher leadership skills across the school with particular focus on providing professional learning opportunities for middle-level leaders.</p>	<p>The rationale for the new Strategic Plan is to complete the development of the buildings and grounds in the second term of 2018. An inquiry based pedagogy in Science and Visual Arts based on collaborative practices and personalized learning will provide students with a wide range of extra-curricular programs.</p> <p>The school's new student learning intention is to focus on individual student growth in literacy and numeracy, to develop students' creative and critical thinking skills and strengthen student voice in their learning.</p> <p>The differentiated learning approach to teacher practice that the school has been developing in the last strategic plan and the introduction of co-teaching will continue to be a focus in the new Strategic plan. We will continue to develop whole school approaches to literacy, numeracy, inquiry learning and ICT use in learning. We will also promote teacher research on the effective teaching of reading which will be documented in the school's Teaching and Learning Charter.</p> <p>There will be a strong emphasis on staff professional learning during the new strategic plan period with building professional leadership being a key focus. This will see targeted professional learning being provided to key teachers working with high needs students in Prep (and those moving into years 1 and 2 in the following years) and the implementation of a structured phonics approach to improve the language and phonological awareness skills and reading outcomes of students within junior classes. It will also involve leadership opportunities and professional learning being made more readily available to teachers aspiring to be middle level leaders. This will build school leadership capacity and support school improvement initiative development and implementation.</p> <p>In student wellbeing the intention is to develop students' resilience by focusing on social/emotional learning. To guide and support this work a Student Wellbeing Officer has been appointed in term 4 2017 and the focus for the Student Wellbeing Team will be to strengthen the Kids Matter initiative and to revisit the four modules during professional learning days in 2018 and beyond.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Student Achievement: 1. To achieve optimum growth for all students in literacy and numeracy.	Excellence in Teaching and Learning FISO Priority: Excellence in teaching and learning FISO Initiative(s): - Building practice excellence; curriculum planning and assessment; evidenced-based high impact teaching strategies	To utilise best practice strategies in literacy, numeracy to embed a revised Teaching and Learning Charter. To strengthen teacher knowledge and capacity with a focus on literacy and numeracy and student extension. To strengthen teacher agency through enhanced communication processes and leadership development	By 2021, the percentage of Year 3 and 5 students in the top two NAPLAN bands to be at or above the state averages for numeracy, reading and writing To move matched cohort high growth in Reading from 22.2% in 2017 to 25% in 2021. By 2021, matched cohort growth in NAPLAN to be at or above the state mean for reading, writing and number, with at least 25 per cent of students showing high growth. By 2021, for all domains of English and Mathematics the percentage of A/B grades to be at or above state school averages, and the percentage of D/E grades to be at or below state school averages.
Student Engagement 2. To improve student ability to think critically, creatively and reflectively in the development of their own learning	FISO Priority: Positive Climate for Learning FISO Initiative(s): Empowering students and building school pride; setting expectations and promoting inclusion; Intellectual engagement and self-awareness	To develop respectful and productive relationships and engagement for learning across the school.	For each year from 2018 to 2021, maintain or improve on 2017 factor percentage of positive endorsements on the Student Attitudes to School Survey in relation to Learner Characteristics and Disposition To show improvement in Self - Regulation and Goal Setting from 34.8 percentile to 50. To show improvement in Attitudes to Attendance percentile from 62.9 to 70. The Parent Survey 2021 mean scores to demonstrate improvement from the 2017 and the overall factor score for Teacher Communication to improve from 50% to 70%. To reduce the average unapproved student absence rate to 7 days or less
Student Wellbeing 3. To improve student resilience and social/emotional learning	FISO Priority: Positive Climate for Learning FISO Initiative(s): Empowering students and building school pride; setting expectations and promoting inclusion; health and wellbeing	To further embed a social emotional learning program in the daily learning program for all students. To develop a whole school approach to mental health and wellbeing, with a focus on prevention and intervention.	To reduce the whole school average student absence rate to 10 days or less. To improve the Social Skills domain from the Andrew Fuller Resilience Survey for year 3-6 students from 61.5 % for girls in 2017 to 70% in 2021. To improve the Social Skills domain from the Andrew Fuller Resilience Survey for year 3-6 students from 47.25% for boys in 2017 to 70% in 2021.