

School Strategic Plan 2021-2025

Chandler Park Primary School (5533)



Submitted for review by Jo Hillman (School Principal) on 07 November, 2022 at 10:24 AM
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 14 November, 2022 at 09:39 AM
Endorsed by Chantelle Persichetti (School Council President) on 16 December, 2022 at 09:17 AM

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| <p>School vision</p> | <p>At Chandler Park Primary School we believe that positive ongoing relationships between the child, the school and community empower students to become lifelong learners and active participants in the global world. Our motto 'Pride in Excellence' supports our vision of children achieving their potential. Our mission is to ensure the students are at the centre of everything we do whilst using collaborative, innovative and progressive teaching and learning approaches.</p> |
| <p>School values</p> | <p>Chandler Park Primary School strives for excellence and is dedicated to the provision of high quality learning and teaching programs that support individual needs and nurture lifelong learning in a challenging, safe, supportive and creative environment. Active involvement in the wider school community will foster a co-operative environment that links the school, the home and beyond. Chandler Park Primary School works to develop in all students 'Pride in Excellence' by providing:</p> <ul style="list-style-type: none"> o a safe, supportive and orderly learning environment o a whole school approach to wellbeing that builds resilience and respectful behaviour o a diverse and personalised learning experience o technology rich practices o students with the opportunity to express views, ideas and concerns <p>SCHOOL VALUES At Chandler Park Primary School we aim to develop enthusiastic learners who always do their best and strive for excellence. The following core values underpin the management and teaching practices at our school and define the Chandler Park community. They are RESPECT, COLLABORATION, RESILIENCE and INNOVATIVE LEARNING.</p> <p>COLLABORATION: To develop social and thinking skills and to work in groups and use language for exploration of ideas, attitudes, and for asking questions in a supportive environment. Using language to develop social and thinking skills in a supportive learning environment Working together, and supporting each other in a positive manner Considering the feelings and needs of others in a group situation. Acting in a kind, helpful and generous manner towards others Helping others to join in for activities and problem solving activities.</p> <p>RESPECT: To treat others with consideration, regard, and respect another person's point of view. Acknowledging the beliefs and rights of others. Valuing another person's opinions When things happen that I don't like, I will express my feelings in an appropriate way</p> <p>RESILIENCE: To develop confidence and self -esteem to have a go and do our best and display qualities of personal responsibility and self-discipline. To develop confidence and self -esteem to have a go and do your best and display qualities of personal responsibility and self-discipline. Taking ownership of your behavior and actions and setting a positive example for others. Striving to do your best, reaching your goals and celebrating your successes. Always try your hardest. Learning from your mistakes Be positive in everything you do. Displaying qualities of personal responsibility and self-discipline</p> <p>INNOVATIVE LEARNING: To foster an inquiry approach to learning, by questioning and searching for what inspires our creativity. Creating and implementing new ideas Using initiative and imagination to create something new. Finding out what inspires your creativity</p> |
| <p>Context challenges</p> | <p>The Pre-review Self-evaluation (PRSE) identified that the school had undergone a series of leadership changes and that during the SSP period there was little structure in place to support team collaboration. Staff confirmed that this led to a lack of trust, several initiatives were introduced but not embedded and teachers worked without whole-school approaches to teaching and learning.</p> |

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| | <p>The Panel found that as a stable leadership team was established, changes were strategically implemented from 2020 to 2021. A key challenge for the school included meeting the academic and wellbeing needs of all students within the school after two interrupted years of learning due to the COVID-19 Pandemic. The periods of remote learning and working during the months of lockdowns had caused significant disruptions and delays in school's improvement work.</p> <p>The Panel identified that there was further work needed to embed changes fully. It was evident that rich tasks with different entry points were not embedded in regular practice in all classes. Approaches to teaching reading, writing and mathematics were also inconsistent, with several different approaches across the school. The Panel found that feedback practices for staff were yet to commence through strategies such as learning walks. The use of data was limited at PLT meetings and not often evident in planners. Teachers indicated their desire to be upskilled in data literacy. Some panel members queried the extent of external tutoring of students in preparation for NAPLAN and the school confirmed that this is an issue.</p> <p>The Panel concluded that whilst progress was made in implementing an instructional model and regular collaborative team planning, emerging data-driven planning, inconsistency in teaching and learning practices and a lack of whole-school approaches were barriers for achieving optimum learning growth for students.</p> |
| <p>Intent, rationale and focus</p> | <p>INTENT Goal 1 Improve achievement and learning growth for all students in literacy and numeracy</p> <p>Goal 2 Empower students to take ownership of their learning and wellbeing</p> <p>RATIONALE Goal 1 Further focus on teacher capability to analyse data and evidence and moderate student work samples, and to collaborate in teams using a range of assessments to determine learning growth, would enable targeted teaching and learning to meet student needs. The school is generally successful at improving outcomes for the students requiring more support, and now also needs to extend and challenge all students to realise their full potential. The Panel determined that a goal to maximise learning growth and outcomes in literacy and numeracy with strategies focussed on building whole school team data informed planning, instructional leadership and consistent high-impact teaching strategies, would improve student learning. A mature implementation of the school's teaching and learning model and consistent PLC practices will support these identified school improvements.</p> <p>Goal 2 Current educational research shows that in order for students to be successful they need to be empowered to take ownership of their learning and wellbeing and this is evident in FISO 2.0. Student engagement and well-being will be further improved by refining existing well-being practices in the school to continue to promote emotional awareness, resilience and self-regulation. A school-wide tiered approach to wellbeing and engagement will clarify expectations for staff and the community to strengthen student agency and voice, learning confidence, motivation, and ownership of learning. This will include a greater focus on building teacher knowledge, understanding and capability to plan stimulating learning that encourages critical thinking, collaboration, creativity, and enhanced communication.</p> <p>FOCUS Goal 1 KIS 1A: To develop / finalise and consistently implement a whole-school teaching and learning model. KIS 1B: Build each Professional Learning Team's capability to use data. KIS 1C: Build the instructional and shared leadership capability of all staff.</p> <p>2022 TLM - Building teacher practice with using the teaching and learning model in particular the elements of the 'Tuning In Phase' Data - Develop consistent collection and digital display of summative data (F&P and PAT Maths and Reading) Leadership Capacity - Establish Data Champions group with members embedded at each PLT</p> <p>2023 TLM - Building teacher practice with using the teaching and learning model in particular the elements of modelling and explicit instruction in the 'Purposeful Teaching and Learning Phase' Data - Develop teacher capacity to lead data driven conversations to identify a problem of practice, using agreed data sets and protocols Leadership Capacity - Coaching of middle leaders to facilitate inquiry cycle discussions with a focus on 'Evaluate & Diagnose' and 'Prioritise & Set Goals'</p> <p>2024 TLM - Building teacher practice with using the teaching and learning model in particular the elements of differentiation and independent and/or guided practice in the 'Purposeful Teaching and Learning Phase' Data - Build teacher capacity to understand "How do we know we are having an impact?" (planning effective formative assessment) Leadership Capacity - Coaching of middle leaders to facilitate inquiry cycle discussions with a focus on 'Develop and Plan'</p> |

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| | <p>2025</p> <p>TLM - Building teacher practice with using the teaching and learning model in particular the elements of the 'Reflect Phase'</p> <p>Data - Moderation of formative and summative assessment - "How do we know we made a difference?"</p> <p>Leadership Capacity - Coaching of middle leaders to facilitate inquiry cycle discussions with a focus on 'Implement & Monitor' and post cycle 'Reflection'</p> <p>Goal 2</p> <p>KIS 2A: Develop a shared understanding amongst staff and students of ownership for and engagement in their learning and wellbeing.</p> <p>KIS 2B: Consistently implement an agreed approach to building student wellbeing, voice and agency.</p> <p>2022</p> <p>Ownership & Engagement - Developing a whole school approach to inclusion through the consistent practices in the development, implementation and monitoring of IEPs</p> <p>Wellbeing, Voice & Agency Approach - Investigate inclusive schoolwide practices that support learning and wellbeing for all students</p> <p>2023</p> <p>Ownership & Engagement - Developing a whole school approach to inclusion through alignment of our beliefs and practices, with a particular focus on IEPs</p> <p>Wellbeing, Voice & Agency Approach - Investigate the pre-conditions that underpin optimal learning and wellbeing for all</p> <p>2024</p> <p>Ownership & Engagement - Developing a whole school approach to inclusion through building staff capacity to work collaboratively with families and students, in particular the development of rigorous and meaningful IEPs</p> <p>Wellbeing, Voice & Agency Approach - Develop an agreed approach to learning and wellbeing, with a particular focus on behaviour and learning expectations</p> <p>2025</p> <p>Ownership & Engagement - Consolidating a whole school approach to inclusion through building staff capacity to work collaboratively with families and students, in particular the development of rigorous and meaningful IEPs</p> <p>Wellbeing, Voice & Agency Approach - Begin implementation of agreed approach to learning and wellbeing, with a particular focus on behaviour and learning expectations</p> |
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| Goal 1 | Improve achievement and learning growth for all students in literacy and numeracy. |
| Target 1.1 | <p>By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 26% (2021) to 30% • Writing from 11% (2021) to 15% • Numeracy from 22% (2021) to 25% <p>By 2025 decrease the percentage of Year 5 students below benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 28% (2021) to 24% • Writing from 27% (2021) to 23% • Numeracy from 22% (2021) to 18% |
| Target 1.2 | Commercial/ licensed assessment tool data to show an increase of 4% in stanine 5+ and a decrease of 4% of students in stanine 4 (and below) in reading and mathematics for each cohort over the course of the strategic plan. |
| Target 1.3 | <p>Teacher Judgement:</p> <p>By 2025, decrease the variation between teacher judgement data and NAPLAN data for numeracy in Years 3 & 5 to within an 8% range (baseline data NAPLAN 2021 & 2021 Semester 2 Teacher Judgement data).</p> |
| Target 1.4 | <p>School Staff Survey:</p> <p>Positive Endorsement of Instructional Leadership in the School Staff Survey (SSS) to move from an average of 44% (2018 – 2020) to 60% by 2025 (School Leadership Module – Instructional Leadership factor)</p> |
| Key Improvement Strategy 1.ay Building practice excellence | To develop / finalise and consistently implement a whole-school teaching and learning model. |
| Key Improvement Strategy 1.by Evaluating impact on learning | Build each Professional Learning Team's capability to use data. |
| Key Improvement Strategy 1.cy Instructional and shared leadership | Build the instructional and shared leadership capability of all staff. |
| Goal 2 | Empower students to take ownership of their learning and wellbeing. |

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| Target 2.1 | AToSS Domain Teacher Student Relations ‘Teacher concern’ factor increases overall from 68% (2021) to 75% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement. |
| Target 2.2 | AToSS Domain Learner Characteristics and Dispositions ‘Sense of confidence’ factor increase overall from 76% (2021) to 85% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement. |
| Target 2.3 | AToSS Domain Social Engagement ‘Student Voice & Agency’ factor increase overall from 69% (2021) to 80% by 2025. |
| Target 2.4 | By 2025, reduce the whole school average student absence rate to 10 days or less. |
| Key Improvement Strategy 2.ay Intellectual engagement and self-awareness | Develop a shared understanding amongst staff and students of ownership for and engagement in their learning and wellbeing. |
| Key Improvement Strategy 2.by Empowering students and building school pride | Consistently implement an agreed approach to building student wellbeing, voice and agency. |