School Strategic Plan 2019-2023

Cheltenham Primary School (0084)

Victoria State Government | Education and Training

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School vision	Our vision 'Learning a High Altitude' and mission statement: 'We accept the challenge' reflects our collective commitment to achieve growth for all individuals: academically, socially and emotionally and physically. As a staff we accept the challenge of pursuing the highest standards of instructional practice with innovation, wisdom and understanding for each and every child in our care.
School values	Cheltenham Primary School's core values reflect our belief about how children learn, how our school operates and how all members of our school community relate to each other. They are embedded in our school culture and articulated as follows: Kindness We are understanding and empathetic to each other. Respect We model respect and appreciation of diversity in our interactions with each other. Responsibility We accept responsibility for our self, our community and the environment. We develop relationships founded on honesty, respect, empathy and mindfulness.
Context challenges	Cheltenham Primary School is located in the City of Bayside in the south eastern suburbs of Melbourne approximately 20 kilometres from the Melbourne Central Business District. The school was first founded in 1885. The school occupies a seven acre site with a core Heritage Building, flexible learning space with six additional classrooms, a central Library Resource Centre which serves as a centre for Literacy and Collaborative Research. The school grounds include a sports oval, basketball courts, and a two hectare sanctuary. The enrolment projection for 2020 is 461 students and are on a steady increase. The Student Family Occupation Education (SFOE) index was 0.1644 in 2019. The staffing profile of the school includes a Principal and Assistant Principal, 28 Full Time Equivalent (FTE) teachers, and 7.8 FTE support staff including: 2.0 office staff; 0.6 First Aid officer; 1.0 kitchen/garden classroom; 0.6 library technician; 1.0 technical support; 5 Integration aides (2.8 FTE) to support 5 students funded through the Program for Students with Disabilities (PSD). The school provides a curriculum based on all elements of the Victorian curriculum and problem based inquiry units. The curriculum

	is differentiated to meet student learning needs. It includes a core focus on Literacy and Numeracy. Specialist curriculum programs are delivered in Science, Technology, Engineering, the Arts and Mathematics (STEAM), Physical Education, Languages Other Than German (LOTE) German, Visual Arts and Performing Arts. A Before and After School Care program is serviced by Camp Australia. A challenge for the school is to sustain our commitment to learning growth and engagement for all students. Student learning growth is tracked individually and as a cohort through specific data sets. Individual Learning Plans are developed for students requiring additional assistance and supported through our Early Intervention program. Students achieving more than 12 months growth are closely monitored and extended through open ended tasks, personalised learning, point of need teaching groups and nomination to the student excellence program. In 2020 the school will implement a pilot of continuous and ongoing learning in Years 3/4 and seek feedback to ascertain if families consider they have a better understanding of each child's progress, before implementing a school wide approach in 2021. As an SEVR priority school Cheltenham Primary School will focus on high impact teaching and learning in Years 2, 3 and 4, to engage and challenge all students; particularly those that are high performing in Literacy and Numeracy.
Intent, rationale and focus	Through the examination of data during the self evaluation and school review process, it was evident that writing was not progressing as well as reading; with a need for lifting of low and high growth identified in the data. While writing has not been a main focus, there has been a strategic focus on low stakes writing during literacy learning (2018-2019) and the use of a range of writing strategies. The review Panel agreed that the evidence indicated a need for a closer focus on writing instruction in the next strategic planning period. In the new Strategic Plan 2019-2023, Cheltenham Primary School will continue to build consistency of instructional practice in writing F-6. We will achieve this by embedding the whole school instructional model (the Gradual Release of Responsibility), developing a writing continuum F-6 and implementing agreed formative assessment and summative assessment practices in writing school wide. The school review panel found evidence that the school had already embedded student voice, agency and leadership in learning across the school in multiple ways in the last School Strategic Plan 2015-2018. The school had begun to discuss how to develop, 'deep knowledge of the levels and complexities of student voice and how it impacts on school culture' in order to 'describe and demonstrate the impact of students' voice, agency and leadership'. The review panel concluded that a further focus on this area is recommended for the next school strategic plan. In order to achieve this the school will endeavour to improve student engagement in learning through a specific focus on task design, personalised learning and voice and agency in learning. A priority cohort for this work will be Years 3 and 4, as our students transition to independence in their learning and learn to embrace the challenge of striving for their Personal Best in all learning contexts.

	The analysis of the connections between Cheltenham Primary School's self evaluation assessment in the Positive climate for Learning, Health and Wellbeing areas and the Community engagement in learning Continua led to the conclusion that a further focus could be developed on integrating global perspectives into the curriculum, and developing more emphasis on the General Capabilities curriculum. A targeted emphasis on aspects of the curriculum including personal and social learning, ethical and intercultural capabilities, which can also be aligned to health and wellbeing, will be a focus for the school in the next Strategic Plan to build student understanding of global citizenship and respect for diversity.

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Goal 1	Improve student achievement in Literacy, particularly in Writing
Target 1.1	By 2023, increase the percentage of students in the top two bands of NAPLAN: Writing from 18%(2018) to 30% (2023).
Target 1.2	By 2023, decrease the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (2018
Target 1.3	All students in Years 1 to 6 to demonstrate growth in writing achievement against teacher judgement (Victorian Curriculum)
Key Improvement Strategy 1.a Building practice excellence	Develop and consistently implement shared instructional practices in writing across all learning areas in Foundation–Year 6
Key Improvement Strategy 1.b Evaluating impact on learning	Build the capacity of all staff to utilise data, evidence and a range of assessment strategies to improve writing through point of need teaching in Foundation–Year 6.
Key Improvement Strategy 1.c Evaluating impact on learning	Action Plan to accelerate improvement
Goal 2	Improve student engagement in learning.

Target 2.1	By 2023, increase the percentage of positive endorsement in AToSS 'Stimulated Learning 'in Years 4 to 6 data from 65% (2018) to 80%
Target 2.2	By 2023, Increase the percentage of positive endorsement in AToSS student, voice and agency (I have a say in things I learn) in Years 4 to 6 data from 42% (2018 Year 4) to 70%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build a shared community understanding of student voice, agency and leadership amongst students, teachers and parents
Key Improvement Strategy 2.b Empowering students and building school pride	Develop the capacity of all staff to develop and engage student voice and agency in the classroom
Key Improvement Strategy 2.c Empowering students and building school pride	Develop informal and formal structures to engage with, listen and respond to, the full range of diverse student perspectives on learning and involvement in school improvement
Goal 3	Improve student wellbeing
Target 3.1	By 2023, increase the POS Factors 'respect for diversity' (80% 2018); and 'the school communicates the importance of respecting all cultural beliefs and practices' (75% 2018) by 10% (Safety Domain)
Target 3.2	By 2023, increase the POS Factor, 'Teachers communicate with me often enough about my child's progress' (49% 2018) by 10% (Parent Community Engagement Domain)

Target 3.3	By 2023, increase the AToSS variable 'respect for diversity—It's okay to be different at this school (69% 2018) by 10%.
Key Improvement Strategy 3.a Curriculum planning and assessment	Audit the Cheltenham PS curriculum against the HASS and general capabilities personal and social, ethical and intercultural curriculum, as the benchmark for co–constructed planning to integrate global perspectives in the curriculum
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop curriculum planning to include a focus on developing student engagement in, and understanding of, diversity in the local and Australian community, global citizenship, sustainability, social justice and human rights, from a range of perspectives
Key Improvement Strategy 3.c Building communities	Develop the focus on the Community engagement Priority, Building communities (BC) dimension in school planning documents