

School Strategic Plan 2019-2023

Chalcot Lodge Primary School (5231)



Submitted for review by Paul Poliviou (School Principal) on 14 October, 2019 at 12:37 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 20 October, 2019 at 06:44 PM

Awaiting endorsement by School Council President

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School vision	Chalcot Lodge Primary School empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.
School values	<p>EXCELLENCE: Achieving your best</p> <p>SAFETY: Looking after others and ourselves</p> <p>PERSEVERANCE: Never giving up</p> <p>EMPATHY: Understanding and helping each other</p> <p>COURAGE: Being a risk taker with your learning</p> <p>INCLUSIVE: Embracing everyone into our school community and understanding and celebrating our diversity</p> <p>RESPECT: Showing consideration and thoughtfulness for others and our environment</p> <p>RESILIENCE: Bouncing back</p>
Context challenges	<p>Location and history Chalcot Lodge Primary School is located in the City of Casey in the South Eastern suburbs of Melbourne approximately 39 kilometers from the Melbourne Central Business District. The school was founded in 1984.</p> <p>School facilities The school grounds include an indoor multi-purpose hall, a kitchen and dining centre, a library and media centre, art room, main teaching building with 13 classrooms and an administration building. The grounds include two separate adventure playgrounds, two basketball and netball courts and an oval.</p> <p>Enrolments Enrolments at the time of the review were approximately 298 students. Over the past three years, enrolments remained stable.</p> <p>SFO and SFOE The Student Family Occupation Education (SFOE) index was 0.4678 in 2019 and the Student Family Occupation (SFO) index was 0.5785.</p> <p>Staff profile The staffing profile of Chalcot Lodge Primary School includes a Principal and Assistant Principal, 14 full time teachers, three part</p>

	<p>time teachers, nine full time equivalent Education Support (ES) staff, two full time office administration staff and one part time.</p> <p>Curriculum The school provides an approved curriculum framework differentiated to meet student needs based on the Victorian Curriculum. Specialist subjects are Physical Education, Visual Arts, Performing Arts, Mandarin and Media.</p> <p>Additional information The school provides an accredited out of school hours care program through an accredited company which is accessible to school families on-site.</p> <p>External speech pathologists and psychologists are employed by the school to provide additional support to students in need.</p>
Intent, rationale and focus	<p>A key focus over the next four years is to continue to improve student learning outcomes by implementing high quality and engaging researched based teaching & learning programs and enhancing the quality of teacher practise, through continually building and developing a strong culture that values professional learning and individual and collective growth.</p> <p>Literacy and Numeracy are a key focus over the next 4 years with resources being allocated to improve student learning outcomes, through developing a strong culture of Professional learning Communities, and implementing consistent pedagogical practices including an instructional model closely linked to High Impact Teaching Strategies. Peer observations and feedback will become an embedded practise as will student voice and agency that will promote aspirational goal setting and effective feedback for students.</p> <p>Assessment practices and moderation will continue to be monitored and modified as will the Inquiry process be central to the work of PLC's.</p> <p>A continued focus will be on decreasing the number of day absences across the school.</p>

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Goal 1	Improve student outcomes in Literacy
Target 1.1	By 2023, increase the percentage of students achieving high NAPLAN Reading growth over a 3 year average from 22 per cent (2016–18) to 28 per cent.
Target 1.2	By 2023, increase the percentage of students achieving in the top two bands of Year 5 Writing from 21 per cent (2018) to 28 per cent.
Target 1.3	By 2023, increase the percentage of students from Foundation to Year 6 above expected level in teacher judgement Writing from 14 per cent (2018) to 25 per cent.
Key Improvement Strategy 1.a Building practice excellence	Develop and implement consistent pedagogical practices in Literacy including an instructional model
Key Improvement Strategy 1.b Building practice excellence	Build teacher knowledge and skill in all elements of Victorian Curriculum Literacy
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop and embed a whole school assessment tool for Reading
Goal 2	Improve student outcomes in Numeracy

Target 2.1	By 2023, increase the percentage of students achieving high NAPLAN Numeracy growth over a 3 year average from 21 per cent (2016–18) to 28 per cent.
Target 2.2	By 2023, increase the percentage of students in Foundation to Year 6, above expected level in teacher judgement Number and Algebra from 25 per cent (2018) to 35 per cent.
Target 2.3	By 2023, improve the percentage endorsement in the Staff survey in the factors: <ul style="list-style-type: none"> • Academic Emphasis from 55 per cent (2018) to 80 per cent. • Professional Learning Through Peer Observation from 47 per cent (2018) to 80 per cent.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed a whole school instructional model linked to High Impact Teaching Strategies
Key Improvement Strategy 2.b Building practice excellence	Provide opportunities for peer observation and feedback
Key Improvement Strategy 2.c Building practice excellence	Embed the Professional Learning Community approach across the school to build teacher data literacy skills and develop rich learning tasks
Goal 3	Improve student engagement in their learning
Target 3.1	Drafting note: suggest combining Target 3.1 and 3.2 into a single target with three dotpoints

	By 2023, improve the percentage endorsement in the ATOS variable of Student Voice and Agency from 71 per cent (2018) to 85 per cent.
Target 3.2	Improve the percentage endorsement for boys in ATOS variables of School Connectedness from 74 per cent (2018) to 85 per cent and Motivation and Interest from 78 per cent (2018) to 90 per cent, by 2023.
Target 3.3	By 2023, improve the percentage endorsement of the variable Promote Student Ownership of Learning Goals in the Staff survey from 73 per cent (2018) to 85 per cent.
Target 3.4	By 2023, reduce the percentage of students with 20 or more days of absence from 28 per cent (2018) to 20 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and embed a strategy to promote increased levels of student agency utilising aspirational goal setting and effective feedback
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Embed school wide practices to improve student attendance

