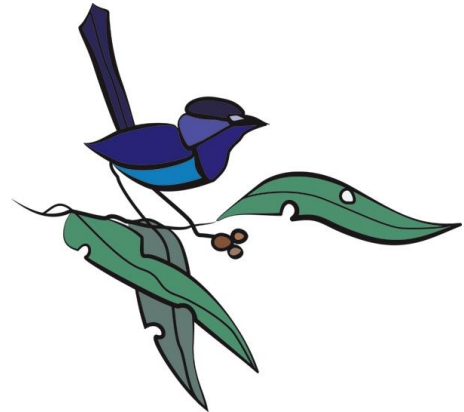


# School Strategic Plan for Christmas Hills Primary School 2015-2018



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Beck Marley</p> <p>Date: 10/12/2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Sherryn Loke</p> <p>Date: 10/12/2014</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... <i>R Stephens</i> .....</p> <p>Name.....R Stephens.....</p> <p>Date.....22 Dec 2014.....</p>



## School Profile

<b>Purpose</b>	<p>To create a safe, stimulating and supportive learning environment that provides students optimal opportunities for academic and personal growth.</p> <p>To ensure outstanding quality teaching.</p> <p>To promote a strong sense and understanding of the importance of parents in the education of their children and strong partnerships between the school and home.</p>
<b>Values</b>	<p>The school values have been developed throughout the 2014 year, in consultation with the children, staff and School Council of Christmas Hills Primary School. Our values were built around our school emblem, the Blue Wren, whom we have named 'Chirp'. This stands for:</p> <ul style="list-style-type: none"> <li>• Caring</li> <li>• Honest</li> <li>• Inquisitive</li> <li>• Resilient</li> <li>• Persistent</li> </ul>
<b>Environmental Context</b>	<p>Christmas Hills Primary School (CHPS) is a small school set on the rural fringe of Melbourne. The school exists in an area of natural beauty surrounded by either native bush or farmland. Whilst this provides a great deal of joy and learning for the children and staff, it tends to act as an isolating factor. The school has very few local families with school-age children and no immediate local feeder kindergartens to draw enrolments from. Historically, the school has been small with enrolments fluctuating between 10 to 30 students. The 2014 enrolment is 21 and stabilisation of enrolments will continue to be a challenge in growing a thriving school community. The Student Family Occupation index (SFO) has increased from 0.36 in 2012 to 0.42 in 2014.</p> <p>The school facilities and grounds have been renewed over the past few years. Building grants have enabled the construction of a new P-2 classroom and our 'Blue Wren Theatre'. Significant time and energy has been devoted to completing much needed cleaning out and reorganizing of classrooms and resource rooms. The grounds are now attractive and well maintained. They include a frog bog and chook house.</p> <p>This strategic plan heralds the beginning of a new era at CHPS. The parent body is extremely positive about CHPS, their general satisfaction being within the top 5% of state schools. The staff, students and school council have been strengthened and unified over the past eighteen months and have established a clear and collective vision for the future.</p> <p>CHPS is a school with high expectations. The expectation for staff, students and parents will be that we build our school in such a way that all children experience strong growth in their learning with a focus on literacy and numeracy. We consider a culture of reflective practice that includes a research-based curriculum, instruction and assessment model, to be vital in this. The work of John Hattie and James Stronge will be referenced heavily throughout the coming years with the 'Effective Schools Model' as the overarching instructional model.</p> <p>CHPS has a longstanding belief in the importance of approaching teaching and learning with the best interests of each individual child at the core of our work, and this will continue to underpin our planning and instruction.</p>

<b>Service Standards</b>	<p><i>General</i></p> <ul style="list-style-type: none"> <li>• The students' best interests will be at the fore of every decision and action the school takes.</li> <li>• We will hold ourselves accountable to our motto, 'Where Learning is an Adventure'.</li> <li>• All students will feel at all times that they are cared for and valued.</li> <li>• The school will provide a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• The school will provide all students access to a broad, balanced and differentiated curriculum including skills for learning and life.</li> <li>• All students will receive instruction that is adapted to their individual needs.</li> <li>• All students will feel a sense of ownership and responsibility for their learning.</li> <li>• The school will foster close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• We will be united in creating a culture of high expectations and self-belief.</li> </ul> <p><i>Specific</i></p> <ul style="list-style-type: none"> <li>• There will be an expectation of creativity and flexibility for our teachers in their planning. Planning will be rigorous and constantly monitored and reviewed for efficacy.</li> <li>• Planning and pedagogy will be consistent across our school and plans will be prepared and submitted in a timely manner.</li> <li>• The school will continue to build a collaborative network with our local schools to enhance our planning.</li> <li>• Yearly and Term overview plans as well as the school timetable will be made available to parents.</li> <li>• Students will have a clear understanding of what they are learning and teacher expectations, through the provision of Learning Intentions and Success Criteria.</li> <li>• Learning in our classrooms will be multi-modal with students engaged in a variety of activities. There will be elements of exploration and inquiry evident in these activities.</li> <li>• Students will be engaged in the planning process and given choice in their learning.</li> <li>• Student academic and personal achievements will be recognised and celebrated.</li> <li>• There will be a continuous feedback loop between students, parents and staff. Feedback will be targeted and timely. Students will be active participants in the feedback cycle and will have a say in determining feedback methods.</li> <li>• Our bi-annual reports will be accurate, well-written and demonstrate a clear understanding of the children. Students will lead our bi-annual three-way conferences.</li> <li>• Regular school attendance will be valued by school community members.</li> <li>• Staff will be proactive in promoting a positive classroom environment. There will be careful planning of activities, the maintenance of a clean and organised learning space and high expectations for student behavior.</li> <li>• The school will be restorative and respectful in our approach to managing student behavioural issues and parents will be engaged regularly when these issues arise.</li> <li>• Students will play an active part in the development and review of the school's behaviour policies.</li> </ul>
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## Strategic Direction

	Goals	Targets	Key Improvement Strategies																																										
Achievement	Build the capacity of every teacher to consistently implement a data driven, evidence based approach to teaching and learning using the Christmas Hills model, with a focus on Literacy and Numeracy.	<div><div><ul style="list-style-type: none"><li>Decrease the proportion of students achieving low growth on NAPLAN relative growth reports to &lt; 30%</li><li>Increase the percentage of students at or above the expected AusVELS level from 2014 to 2018</li></ul></div><div>AusVELS 2014 Semester 2, percentage ‘at or above level’</div><table><tr><th></th><th>F-6 2014</th><th>F-6 2018</th></tr><tr><td>Reading and viewing</td><td>85.7</td><td>&lt;90</td></tr><tr><td>Speaking and Listening</td><td>90.5</td><td>&lt;90</td></tr><tr><td>Writing</td><td>90.5</td><td>&lt;90</td></tr><tr><td>Number and Algebra</td><td>85.7</td><td>&lt;90</td></tr><tr><td>Measurement and geometry</td><td>85.7</td><td>&lt;90</td></tr><tr><td>Statistics and probability</td><td>85.7</td><td>&lt;90</td></tr></table><div><ul style="list-style-type: none"><li>Improvement in Attitudes to School Survey responses for:</li></ul><table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Learning confidence</td><td>3.54</td><td>&gt; 3.75</td></tr><tr><td>Teacher effectiveness</td><td>4.56</td><td>&gt; 4.75</td></tr></table></div></div>		F-6 2014	F-6 2018	Reading and viewing	85.7	<90	Speaking and Listening	90.5	<90	Writing	90.5	<90	Number and Algebra	85.7	<90	Measurement and geometry	85.7	<90	Statistics and probability	85.7	<90		2014	2018	Learning confidence	3.54	> 3.75	Teacher effectiveness	4.56	> 4.75	<table><tr><th></th><th>Low</th></tr><tr><td>Numeracy</td><td>1 50%</td></tr><tr><td>Reading</td><td>0</td></tr><tr><td>Writing</td><td>2 66.7%</td></tr><tr><td>Spelling</td><td>1 33.3%</td></tr><tr><td>Grammar &amp; punctuation</td><td>2 66.7%</td></tr></table> <div><div><div>1. Build the effectiveness and efficacy of every teacher so there is consistency of high quality practice across the school.</div><div>2. Develop a strong, consistent explicit and differentiated whole school approach to teaching and learning.</div></div></div>		Low	Numeracy	1 50%	Reading	0	Writing	2 66.7%	Spelling	1 33.3%	Grammar & punctuation	2 66.7%
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	Goals	Targets	Key Improvement Strategies																		
Engagement	To enhance active engagement of every student in their learning.	<p>Improvement in student engagement is the expected outcome demonstrated by:</p> <ul style="list-style-type: none"><li>Improvement in the Attitudes to School Survey responses for:<table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Student motivation</td><td>4.46</td><td>&gt; 5.0</td></tr><tr><td>Teacher effectiveness</td><td>4.56</td><td>&gt; 4.75</td></tr></table></li><li>Improvement in the Parent Opinion Survey responses for:<table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Student motivation</td><td>5.0</td><td>&gt; 5.5</td></tr><tr><td>Extra-curricular</td><td>5.0</td><td>&gt; 5.5</td></tr></table></li></ul>		2014	2018	Student motivation	4.46	> 5.0	Teacher effectiveness	4.56	> 4.75		2014	2018	Student motivation	5.0	> 5.5	Extra-curricular	5.0	> 5.5	<ol style="list-style-type: none"><li>1. Improve the opportunities for students to be involved in the planning and feedback process</li><li>2. Enhance the opportunities for students to use exciting and new technologies within their learning.</li></ol>
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	Goals	Targets	Key Improvement Strategies																															
Wellbeing	To enhance student wellbeing by fostering positive and respectful attitudes to each other and learning.	<ul style="list-style-type: none"><li>Increase in the Attitude to School Survey variables of:<table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Student morale</td><td>5.22</td><td>&gt; 5.75</td></tr><tr><td>Student distress</td><td>4.42</td><td>&gt; 5.0</td></tr><tr><td>School connectedness</td><td>4.37</td><td>&gt; 4.75</td></tr><tr><td>Teacher empathy</td><td>4.27</td><td>&gt; 4.75</td></tr></table></li><li>Improvement in School Staff Survey variables of:<table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Trust in students and parents</td><td>510</td><td>&gt; 550</td></tr></table></li><li>Reduce the student absence rate to below 18 average days per full-time equivalent by 2018<table><tr><th>2012</th><th>2013</th><th>2014</th><th>State mean 2012</th><th>State mean 2013</th></tr><tr><td>34.8</td><td>26.88</td><td>20.21</td><td>14.43</td><td>14.43</td></tr></table></li></ul>		2014	2018	Student morale	5.22	> 5.75	Student distress	4.42	> 5.0	School connectedness	4.37	> 4.75	Teacher empathy	4.27	> 4.75		2014	2018	Trust in students and parents	510	> 550	2012	2013	2014	State mean 2012	State mean 2013	34.8	26.88	20.21	14.43	14.43	<ol style="list-style-type: none"><li>Build the capacity of school community members to interact in a positive and respectful way.</li><li>Build a sense of excitement about the learning process within the school community</li></ol>
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Productivity	To create shared responsibility and increased confidence in the delivery of quality educational programs.	<ul style="list-style-type: none"><li>Creation of a 'Roles and Responsibilities document</li><li>Improvement in School Staff Survey variable of:<table><tr><th></th><th>2014</th><th>2018</th></tr><tr><td>Teacher collaboration</td><td>596</td><td>&gt; 650</td></tr></table></li></ul>		2014	2018	Teacher collaboration	596	> 650	<ol style="list-style-type: none"><li>Build the capacity of staff to lead curriculum areas, with specific focus on literacy and numeracy.</li><li>Build a culture of accountability and feedback in the delivery of our educational programs.</li></ol>																									
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## Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<b>Achievement</b>  Build the effectiveness and efficacy of every teacher so there is consistency of high quality practice across the school.  Develop a strong, consistent explicit and differentiated whole school approach to teaching and learning.	Year 1	<ul style="list-style-type: none"> <li>Ensure that all P-2 children have completed the EOI and MOI by the end of February</li> <li>Embed a whole school approach to the use of data and evidence to track the progress of every student and inform action.</li> <li>Develop collaboratively a shared planning document that includes elements from the Effective Schools Model</li> <li>Designated staff member to undertake 'Leading Literacy' through Bastow Institute</li> </ul>	<ul style="list-style-type: none"> <li>Data from EOI and MOI is being used to plan differentiated learning experiences for students</li> <li>The newly created student folder system to have been kept updated and maintained throughout 2015 for review at year end</li> <li>Creation of a whole-school planning document through a consultative process. Planning documents have been submitted via the Google Drive each week throughout the 2015 year with all elements completed</li> <li>Successful completion and certification of one staff member in 'Leading Literacy'</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Work towards having an ILP for each student to be created jointly by staff, students and parents. Move three-way conferences to beginning and mid-year</li> <li>Review and adapt school planning documents for characteristics of effective teachers as outlined by James Stronge and the Effective Schools Model action</li> <li>Designated staff member to undertake 'Leading Numeracy' through Bastow Institute</li> <li>Literacy Leader trained in 2015, to commence organising in-school PL and facilitating planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>Student led three-way conferences to result in the creation of an agreed ILP</li> <li>Feedback, learning intentions and success criteria to be embedded in classroom teaching and evident in planning documents</li> <li>Successful completion and certification of one staff member in 'Leading Numeracy'</li> <li>Programs or teaching models recommended in 'Leading Literacy' being implemented consistently across school and evident in planning documents</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Embed ILPs as part of the Christmas Hills Primary model for teaching and learning</li> <li>Staff to work through the 'Handbook for Qualities of Effective teachers' by James Stronge</li> <li>Numeracy leader trained in 2015, to commence organising in-school PL and facilitating planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>All students to have an ILP in place for the school year before the end of February. All ILPs to be reviewed at mid-year three-way conferences</li> <li>Staff professional reading component to be introduced at weekly staff meetings, beginning with reflections on the handbook</li> <li>Programs or teaching models recommended in 'Leading Numeracy' being implemented consistently across school and evident in planning documents</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>To develop a specific Christmas Hills Primary School model for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Review process to be used to clearly identify successful elements of teaching and learning to be incorporated in the Christmas Hills Primary School model for teaching and learning.</li> </ul>

<p><b>Engagement</b></p> <p>Improve the opportunities for students to be involved in the planning and feedback process</p> <p>Enhance the opportunities for students to use exciting and new technologies within their learning.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop student voice in their learning to build confidence and monitor their own learning.</li> <li>▪ Students to be more active in the feedback process by contributing to the creation of assessment rubrics</li> <li>▪ Continue the Learning Adventures program established in 2014</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students to be regularly surveyed throughout the year using Google Forms</li> <li>▪ Student opportunities for determining feedback to be clearly identified in planning documents</li> <li>▪ Learning Adventures to become an embedded, timetabled part of the school program in terms 2, 3 and 4</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Work towards having an ILP for each student to be created jointly by staff, students and parents. Move three-way conferences to beginning and mid-year</li> <li>▪ Increase the profile of the Junior School Council, giving them greater ownership and clarity around their role within the school</li> <li>▪ Specific emphasis to be placed on creativity in the use of technology in line with Web 2.0 philosophy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student led three-way conferences to result in the creation of an agreed ILP</li> <li>▪ Junior School Council to create a 'charter' outlining their roles and responsibilities</li> <li>▪ ICT for creativity activities to be clearly evident in planning documents</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to develop and expand the use of Google Docs to create online learning experiences for the students</li> <li>▪ As part of review of school planning documents, investigate the potential for negotiated curriculum in a Primary School setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ All children from grade 2-6 to have access to Google Docs and be using these to create and store their online portfolio of work.</li> <li>▪ Staff to read and reflect upon Dr Reesa Sorin's article on negotiated curriculum. Staff to visit Templestowe SC for observations</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review DEECD and school-level survey data on engagement and incorporate successful initiatives into the Christmas Hills Primary School model for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review process to be used to clearly identify successful elements of creating an engaging learning environment to be incorporated in the Christmas Hills Primary School model for teaching and learning.</li> </ul>

<p><b>Wellbeing</b></p> <p>Build the capacity of school community members to interact in a positive and respectful way.</p> <p>Build a sense of excitement about the learning process within the school community</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Implement and embed the School Wide Positive Behaviour Support Program (SWPBS).</li> <li>▪ Send attendance statements at the end of each term to families</li> </ul>	<ul style="list-style-type: none"> <li>▪ By end 2015, the school will have clearly established protocols and procedures for SWPBS</li> <li>▪ Student attendance data to be regularly sent to parents throughout the year</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Review Behaviour Management and Wellbeing and Engagement policies annually to ensure they are reflective of SWPBS initiatives</li> <li>▪ Assign a designated 'Better Buddies leader within the school</li> <li>▪ Assign a designated 'Restorative Practice' leader within the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adapted policies to be completed and implemented.</li> <li>▪ Better Buddies leader role to be added to school roles and responsibilities charter. This person to attend the Alannah and Madeline NCAB conference 2016</li> <li>▪ Restorative practice leader role to be added to school roles and responsibilities charter</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Improve the delivery and consistency of Better Buddies and Bounceback</li> <li>▪ Establish a Better Buddies and Bounceback teacher resource area</li> <li>▪ Increase staff competence and accountability around circle time and restorative practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Designated leaders for Better Buddies and Bounceback to be reviewing staff planning documents and ensuring these activities are timetabled and that timetable being adhered to</li> <li>▪ Space set aside and existing resources collated to assist in the delivery of these programs</li> <li>▪ In-school PL on restorative practice to be provided</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review DEECD and school-level survey data on wellbeing and incorporate successful initiatives into the Christmas Hills Primary School model for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review process to be used to clearly identify successful elements of enhancing wellbeing to be incorporated in the Christmas Hills Primary School model for teaching and learning.</li> </ul>

<p><b>Productivity</b></p> <p>Build the capacity of staff to lead curriculum areas, with specific focus on literacy and numeracy.</p> <p>Build a culture of accountability and feedback in the delivery of our educational programs.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Designated staff member to complete 'Leading Literacy Course' through Bastow</li> <li>▪ Ensure PL requests contain a reference to the SSP</li> <li>▪ Ensure rigour in the staff PDP process, with timelines to be strictly adhered to and evidence collection to be consistent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Successful completion and certification of one staff member in 'Leading Literacy'</li> <li>▪ Proforma for PL applications to be created as a Google Form</li> <li>▪ Google Calendar to be used to schedule staff PDP timelines and meetings and these are to be rigorously kept.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Designated staff member to undertake 'Leading Numeracy' through Bastow Institute</li> <li>▪ Develop individual staff Professional Learning Plans</li> <li>▪ Allocate a specific PL budget to each staff member</li> </ul>	<ul style="list-style-type: none"> <li>▪ Successful completion and certification of one staff member in 'Leading Numeracy'</li> <li>▪ Each staff member to have an individual Professional Learning Plan in place for 2016</li> <li>▪ Staff to be made aware of their PL budget for the 2015 year and plan accordingly</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Designated Literacy and Numeracy leaders to include specific reference to sharing their expertise and reviewing efficacy of the implementation of programs and initiatives recommended in their training in their personal PDP documents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expectations for planning to be set by curriculum leaders and ongoing peer observations of teaching practice to be undertaken as part of their PDP goals.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review DEECD and school-level survey data on productivity and incorporate successful initiatives into the Christmas Hills Primary School model for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review process to be used to clearly identify successful elements of improving productivity to be incorporated in the Christmas Hills Primary School model for teaching and learning.</li> </ul>