

# Strategic Improvement Plan 2022-2026

## Chertsey Primary School 4398



# School vision and context

## School vision statement

Chertsey Primary School strives for excellence where students, staff, caregivers and Tjudibaring, our local AECG, work in partnership to maximise student's potential in an inclusive, nurturing environment that is connected to culture.

## School context

Chertsey Primary School is a co-educational school, situated in Springfield on the Central Coast, consisting of mainstream and support classes. The school site boasts large green open spaces with two distinct playground areas both consisting of play equipment. Chertsey has an under cover learning space, school garden, basketball courts, a large field and a well equipped library.

Chertsey Primary School has strong connections with our local educational partners, AECG Tjudibaring and the Erina Learning Community of schools. Fifteen percent of our students are Aboriginal and/or Torres Strait Islander.

The school has a separate learning and community space called Chertseydale Cottage which hosts a before and after school care facility, CHOOSH. Chertsey employs a school chaplain who works with students, parents and staff and utilises the community space in the cottage. The cottage is also available for community groups to hire. The cottage will be refurbished during this school plan and the vision for the new cottage will be to create a space that will continue to build the community partnerships, be a place of belonging for our local community and where all members can come together to learn and grow from and with each other.

Chertsey Primary School is a small school with a big heart. We focus on ensuring that students feel safe, secure and have a positive sense of belonging as we know that this coupled with a strong home-school partnership, students will flourish cognitively, socially, emotionally, spiritually and physically.

After an authentic situational analysis and in consultation with the community and Aboriginal Education Consultative Group (AECG), our strategic directions are: Thrive - Excellence in Student Growth and Attainment, Flourish - Excellence in Wellbeing and Unite - Excellence in Community Partnerships. Our initiatives are quality literacy and numeracy education, systems and processes; wellbeing systems and processes; Aboriginal education and strengthening home-school partnerships.

# Strategic Direction 1: Student growth and attainment

## Purpose

To build strong foundations for academic success by developing evidence-based teaching practices which are responsive to the learning needs of students. These practices will be underpinned by quality systems and processes, and triangulated data analysis to enable explicit and differentiated instruction.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increased percentage of questions correct in reading (vocabulary) Check-in Assessment for Year 3 from baseline 40% (2022) to 45%.

Increased percentage of questions correct in reading (vocabulary) Check-in Assessment for Year 5 from baseline 61.5% (2022) to 66%.

### Reading Fluency

Achieve by year: 2026

Year 4 students (Year 1 2023 cohort) fluency rate will match or exceed DoE words correct per minute fluency range (90 - 140).

Year 5 students (Year 2 2023 cohort) fluency rate will match or exceed DoE words correct per minute fluency range (100 - 150).

### Numeracy growth

Achieve by year: 2023

Increase the number of Year 3 students achieving correct answers in the Check-In Assessment in numeracy to 67%.

Increase the number of Year 5 students achieving correct answers in the Check-In Assessment in numeracy to 50%.

Increase the number of Year 4 students achieving correct answers in the Check-In Assessment in numeracy

## Initiatives

### Explicit Teaching & Data to Inform Practice - Literacy

Delivery of high impact professional learning to enhance teacher instructional practices in literacy.

Teachers are supported to embed evidence based explicit teaching practices to achieve measurable growth for students in reading, writing and spelling.

Programming structures are refined to support the delivery of quality lessons with learning intentions/success criteria, explicit teaching and differentiation as an expectation for every lesson.

Teachers deepen their knowledge of data skills and use through professional learning and mentoring that embeds a process of data analysis to inform point of need teaching and learning.

### Explicit Teaching and Data to Inform Practice - Numeracy

Delivery of high impact professional learning to enhance teacher instructional practices in numeracy.

Teachers engage with the new Mathematics syllabus and embed Launch, Explore, Summarise pedagogy through high impact instructional practices that are enhanced through collaboration with colleagues.

Programming structures are established to reflect the new pedagogy, delivery of explicit teaching that includes learning intentions/success criteria and differentiation as an expectation for every lesson.

Data skills and use are strengthened through professional learning and mentoring that embeds a process of data analysis to inform point of need teaching and learning.

## Success criteria for this strategic direction

A whole school approach to quality teaching, curriculum planning, delivery, assessment and data analysis that is responsive to the needs of all students.

All teachers are committed to identifying, understanding and implementing the most effective explicit, evidence-based teaching methods based on data analysed.

Student assessment data is used school wide to measure student progress, to reflect on teaching effectiveness and inform future learning and school directions.

Staff are committed to ongoing professional learning and the implementation of whole school literacy and numeracy initiatives to improve practice and enhance student achievement.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Check-in Assessment
- Literacy and Numeracy Progressions
- Teaching and Learning Programs monitored and evaluated each term for evidence of data informing classroom practice with ongoing adjustments.
- School Excellence Framework Self-Assessment

This analysis will guide the school's future directions.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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(Number Sense and Algebra) from baseline 52% to 60%.

### Numeracy Progressions

Achieve by year: 2026

Year 5 (Year 2 2022 cohort) will match or exceed progressions 'on-track' multiplicative strategies progression targets (MuS7-MuS8).

## Strategic Direction 2: Flourish - Excellence in Wellbeing

### Purpose

To maximise student learning outcomes in cognitive, social, emotional, spiritual and physical elements. We will further develop and refine our whole school and individual wellbeing approaches to ensure that we focus on proactive methods that are responsive to the needs of individual students. Partnering with our school and wider community with a shared vision of high expectations and values. Promotion of this unity is embedded and all key stakeholders know and believe that their active contribution leads to student and school success by providing all students with the best educational opportunities to become confident, respected and engaged life long learners.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

All students reporting positive wellbeing will increase from the baseline target to 85%.

The Anxiety Project data (awaiting baseline data and the categories).

#### Attendance >90%

Achieve by year: 2023

Students attending 90% or more of the time will increase from the baseline target 58.6% to 67%.

Aboriginal and Torres Strait Islander students attending 90% or more of the time will increase from the baseline target 59.9% to 67%.

### Initiatives

#### Wellbeing

Implement a whole school approach to student wellbeing that includes positive and connected relationships to ensure optimal conditions for student learning and engagement. Vision is clear and responsive to changing need.

All staff participate in The Anxiety Project and PAX professional learning. Staff implement the approaches and support students build their social/emotional strategies.

All classes have regular spontaneous and scheduled mindfulness sessions embedded into daily practice. Students are supported to use mindfulness strategies at point of need.

#### Attendance

Refine our attendance procedures of regular monitoring and analysis, documentation and implementation of early intervention strategies.

Attendance expectations and procedures are communicated clearly to students and parents/caregivers.

Analysis of annual anonymous student surveys (for students at 90-95%, 85-90% and 85% or below).

### Success criteria for this strategic direction

All staff can articulate and demonstrate wellbeing and attendance approaches.

Teachers collaboratively refine, develop and implement whole-school approaches to wellbeing.

Increased wellbeing, engagement, attendance and academic outcomes.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Attendance data
- Tell Them from Me surveys
- School Excellence Framework Self-Assessment.

This analysis will guide the school's future directions.

## Strategic Direction 3: Unite - Excellence in Aboriginal Education

### Purpose

To create and maintain a culturally safe and inclusive environment within the school that fosters a genuine understanding and acknowledgement of Aboriginal people as the custodians of the land. To build the cultural capital of all of our students, parents and staff which will enable a stronger sense of belonging and pride.

### Improvement measures

Achieve by year: 2026

All Aboriginal students reporting that they agree or strongly agree that they feel good about their culture (baseline 83%).

All Aboriginal students reporting that they strongly agree that teachers understand culture (baseline 50%).

Achieve by year: 2026

90% of teachers reporting that they have the knowledge required to engage with students on Aboriginal cultures and histories (baseline 17% agree and disagree).

95% of teachers agree and strongly agree that they are confident in meeting the needs of Aboriginal students (baseline 34%).

### Initiatives

#### Teaching and Learning

Staff and students learn about Aboriginal histories and cultures through staff participation in Central Coast regional AECG 'Connecting to Country' professional learning and authentically engaging with our local AECG Tjudibaring.

Teaching staff to engage in professional learning delivered by the Aboriginal Education Team (Tuggerah Office) to increase staff knowledge and confidence of Aboriginal perspectives and embed Aboriginal perspectives into teaching and learning programs.

Aboriginal students, their families and teaching staff to authentically engage in the 'Personalised Learning Pathways' process. Staff to complete a yearly PLP student survey to identify focus areas for students and their families.

#### Cultural Engagement

Authentic school and community celebrations and commemorations for significant Aboriginal days/weeks. Sorry Day, NAIDOC Week and Reconciliation Week involve the Darkinjung Local Aboriginal Land Council, local AECG Tjudibaring, students, parents and the community.

Develop all students' knowledge of Aboriginal culture and provide opportunities for Aboriginal students to strengthen their knowledge, pride and engagement of their culture by through the design and development of an Aboriginal garden and yarning circle.

Development of class and whole school Acknowledgement of Country.

Aboriginal students to work with an Aboriginal artist to create a mural for the school.

Aboriginal student and community survey to determine future steps at Chertsey Primary School.

### Success criteria for this strategic direction

The partnership is built with the goal of excellence in educating all students in a safe, inclusive and nurturing environment.

Parents and carers of Aboriginal students will find the school to be a welcoming, culturally safe and respectful environment for their children.

Parents participate in genuine partnerships with the school, contributing and assisting the school with planning, reflecting and future direction.

All staff, Aboriginal students and parents have authentically developed and engaged in successful personalised learning pathways.

Development of a successful partnership with the local high schools' (Erina High Schools) Didge group with regular high school student's teaching and mentoring our primary aged boys.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Tell Them From Me Surveys
- Community surveys
- Active parent involvement in school programs e.g. assemblies, parent helper workshops, Aboriginal and Torres Strait Islander programs
- Parent participation and involvement at school events
- School Excellence Framework Self-Assessment

This analysis will guide the school's future directions.