

# School Strategic Plan 2019-2023

Thomas Chirnside Primary School (5343)



Submitted for review by Bev Thompson (School Principal) on 15 June, 2020 at 10:13 AM

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Endorsed by Sonia Owen (School Council President) on 27 August, 2020 at 01:00 PM

# School Strategic Plan - 2019-2023

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<b>School vision</b>	<p>All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.</p> <p>Thomas Chirnside Primary School will help each and every child realise his or her full potential and become a life-long learner. Our learning community promotes understanding, respect, and inclusion, to support Aboriginal and Torres Straits Islander people, and those from diverse ethnic, racial, religious, and socio-economic backgrounds.</p>
<b>School values</b>	<p><b>RESPECT</b> Showing respect is about thinking about how you would like to be treated and treating others in that manner. It is about appreciating other people's qualities. At Thomas Chirnside Primary School we display Respect with the following attitudes: Consideration Courtesy Tolerance Caring</p> <p><b>EXCELLENCE</b> Excellence means that you are always striving to do your very best and that you are the best at what you do. At Thomas Chirnside Primary School we display Excellence with the following attitudes: Striving to do your best Always wanting to improve Persistence Patience Being positive about all that we do</p> <p><b>HONESTY</b> Honesty is about being truthful and fair. At Thomas Chirnside Primary School we display Honesty with the following attitudes: Trustworthiness Truthfulness</p>

	<p><b>FRIENDLINESS</b>          Being friendly is showing that you care about other people and it is about making others feel welcome.          At Thomas Chirnside Primary School we display Friendliness with the following attitudes:          Tolerance          Understanding          Care          Helpfulness</p>
<p><b>Context challenges</b></p>	<p>Thomas Chirnside Primary School is located in the City of Wyndham, amongst rapidly developing housing estates. The school has a significant number of students enrolled from outside of the local neighborhood area due to several changes in school zones and boundaries as new schools have opened in recent years.</p> <p>On the index of Community Socio-Economic Advantage (ICSEA), this school has a score of 976 compared to the average score of 1000.          ICSEA distribution for Thomas Chirnside Primary School: 44% Bottom Quartile; 30% lower middle quartile; 18% upper middle quartile and 8% in the top quartile.</p> <p>3.8% of students are Indigenous.</p> <p>55% of our students' parents were born in Australia.</p> <p>31% of students speak a language other than English at home.</p> <p>2.68 % are Non-English speaking</p> <p>3.8% are refugee students.</p>
<p><b>Intent, rationale and focus</b></p>	<p><u>Priority:</u>          Excellence in teaching and learning  <u>Dimension/s:</u></p> <ul style="list-style-type: none"> <li>• Building practice excellence</li> <li>• Evidence based high impact teaching strategies</li> <li>• Evaluating the impact on learning</li> </ul> <p><u>Rationale</u>          In 2019, the school saw an improvement in levels of achievement on NAPLAN, including higher levels of growth from year 3 to year 5. Student achievement levels assessed against the Victorian Curriculum are consistently higher than like schools.</p>

	<p><u>Priority:</u> Positive climate for learning Community engagement in learning</p> <p><u>Dimension/s:</u></p> <ul style="list-style-type: none"><li>• Empowering students and building school pride</li><li>• Intellectual engagement and self-awareness</li><li>• Parents and carers as partners</li></ul> <p><u>Rationale</u> The school will work towards empowering students with greater voice and agency in learning to improve engagement, learning outcomes and enhance student learning confidence.</p>
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<b>Goal 1</b>	Improve learning outcomes in literacy
<b>Target 1.1</b>	By 2023, increase the percentage of Year 5 students in the top two bands in: Reading from 23.3 per cent (2018 data) to > 30 per cent Writing from 5 per cent to > 12 per cent.
<b>Target 1.2</b>	By 2023, decrease the percentage of Year 5 students in the bottom two bands in  Reading from 28.3 per cent (2018 data) < 12 per cent, Writing Year 5 from 18 per cent to < 10 per cent.
<b>Target 1.3</b>	By 2023, increase the percentage of students achieving at or above benchmark growth in  Reading from Years 3–5 from 57.1 per cent (2018 data) to > 80 per cent Writing from 60 per cent to > 75 per cent.
<b>Target 1.4</b>	By 2023, teacher judgement growth data for students in Reading and Writing to be at 1.0 level on the Victorian Curriculum or higher.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop the capacity of instructional leaders to drive improvement in student outcomes in literacy
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Implement and embed a consistent instructional model for literacy supported by effective teaching practice
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of need in literacy.

<b>Goal 2</b>	Improve learning outcomes in numeracy
<b>Target 2.1</b>	By 2023, increase the percentage of Year 5 students in the top two bands in numeracy (2018) from 11.5 per cent to > 25 per cent.
<b>Target 2.2</b>	By 2023, decrease the percentage of students in the bottom two bands in numeracy (2018) from 24.6 per cent to < 12 per cent.
<b>Target 2.3</b>	By 2023, increase the percentage of students achieving at or above benchmark growth in numeracy from Years 3–5 from 75 per cent to > 80 per cent.
<b>Target 2.4</b>	By 2023, teacher judgement growth data for students in Number to be at 1.0 level on the Victorian Curriculum or higher.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop the capacity of instructional leaders to drive improvement in student outcomes in numeracy
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	Implement and embed a consistent instructional model for numeracy supported by effective teaching practice
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of need in numeracy
<b>Goal 3</b>	Improve student voice, agency and leadership
<b>Target 3.1</b>	By 2023, improve student positive endorsement in the domain student voice and agency from 56 per cent (2019) to > 75 per cent.  By 2023, improve student positive endorsement in the domain of stimulated learning from 77 per cent (2019) to > 90 per cent.

	By 2023, improve student positive endorsement in the domain of sense of confidence from 66 per cent (2019) to > 85 per cent.
<b>Target 3.2</b>	By 2023, improve parent positive endorsement of stimulating learning from 40 per cent (2019) to > 83 per cent.  By 2023, improve parent positive endorsement of student agency and voice from 52 per cent (2019) to > 82 per cent.
<b>Target 3.3</b>	By 2023, improve staff positive endorsement of using student feedback to improve practice from 67 per cent (2019) to > 72 per cent.  By 2023, improve staff positive endorsement of focusing learning on real life problems from 73 per cent (2019) to > 77 per cent.
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Develop co-designed opportunities for students to exercise authentic agency in their learning
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Build a culture of student wellbeing, engagement and connectedness to school
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Strengthen the partnership between staff, students and parents to create a shared responsibility for student learning