

Business Plan

Chidlow Primary School

2017-2019

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Our School

At Chidlow Primary School we are committed to being an excellent school by providing a safe and supportive learning environment in which we strive to ensure that every student is a successful student and each teacher is highly effective. Chidlow PS prides itself on our motto of “Working

Together’ and parents are encouraged to be active participants in their child’s schooling. We know the importance of students’ physical, emotional and social wellbeing on student achievement, happiness and success at school and we work hard to nurture and develop this.




The school enjoys much success in all sporting endeavours and a whole school focus on sustainability drives an integrated curriculum across the school. Our programs are enhanced through collaboration with associated professionals including school support staff, a school psychologist and a school chaplain. Specialist programs in Physical Education, Science and Italian are part of the students' learning program. Technology is a feature of the school comprising a very well-equipped computer laboratory, school wide network, interactive whiteboards in every classroom and iPads and laptops for teacher and student use. The teaching of social and emotional health and wellbeing has been reinforced with the continuation of the PATHS (Promoting Alternative Thinking Strategies) Program. Students, staff and parents view Chidlow Primary as a good school where the staff care for the students and work hard to improve learning outcomes.



Vision Statement

For the school community to work together to provide a safe, nurturing and sustainable environment where students love learning, respect themselves and others, and endeavor to achieve personal excellence.



“At Chidlow Primary we are committed to being an excellent school.”

School Context

Chidlow PS is a lovely semi rural school set on the outskirts of the metropolitan area in the Perth Hills, three kilometres from Lake Leschenaultia. Picturesque school grounds are surrounded by bushland. Students either live in the township or surrounding areas on small acreage blocks with 25% of students utilising the school bus services to travel to and from school. Chidlow is a small community town with a strong sporting identity. Enrolment numbers have remained steady at 156 students from Kindy to Year 6, of whom 60% are boys. Recent changes to zoning regulations has seen the expansion of housing blocks available in the town and an increase in population is expected over the next 5 years. Chidlow PS commences as a new Independent Public School in 2017 with the Kindy students on site for the first time. An unusually small number of Kindy enrolments forced the temporary closure of the Community Kindergarten for 2017. The Index of Community Socio-Economical Advantage (ICSEA) for the school is 980, a little lower than the average (1000) and indicates that 70% of families are in the low to medium income categories. There is very little cultural diversity within the student population and the school caters for a number of special needs students through the provision of a caring and inclusive environment. The majority of the students go on to attend the local public high school with around 20% moving onto private schools in the area.

Our Vision

For the school community to work together to provide a safe, nurturing and sustainable environment where students love learning, respect themselves and others, and endeavour to achieve personal excellence.

Our Values

Respect – We treat others with consideration and regard.

Honesty – We show integrity by being honest, trustworthy and fair.

Responsibility – We are accountable for our actions, resolve differences in positive ways and contribute to society.

Do Your Best – We try hard and strive to achieve excellence. We set high expectations of ourselves and others.

Community – We work together with a shared sense of purpose. Our relationships are based on care, trust, mutual respect and working together to ensure a quality education for all.

Our Self-Assessment

Successful students are at the core of our school improvement, with both academic and non-academic standards the central focus. All operations and processes at Chidlow Primary School are evaluated in relation to their impact on student achievement. Chidlow Primary School promotes initiatives linked to the *Department of Education Strategic Plan 2016- 2019* and *Classroom First Strategy*. We structure our self-assessment according to the *School Improvement and Accountability Framework*.

Our school improvement cycle is an ongoing process encompassing three components:

1. We **assess** data and other evidence related to student achievement and school operations.
2. We **plan** to improve the standards of student achievement.

3. We **act** to implement planned strategies.

All staff are involved in the regular collection and analysis of school wide data and work together to develop and implement improvement plans. Teaching, Learning Environment, Leadership, Resources and Relationships are the five key areas of focus that are monitored to determine our effectiveness in relation to student achievement in the focus areas identified.



Our Key Objectives

At Chidlow PS we strive to:

- Establish clear targets and set high expectations, academic and non-academic, for our students.
- Engage all staff in systematic, continuous and comprehensive self-assessment processes related to student achievement and school operations.
- Deliver high quality teaching and learning programs aligned to the WA Curriculum and Assessment Outline.
- Expand the quality of teaching through collaboratively sharing expertise, skills and understandings.
- Establish a learning environment that is safe, caring and inclusive.
- Target resources through school improvement planning, to maximise student achievement.
- Build strong relationships and positive interactions between the school and it's community.

Literacy

From 2014-2016, individual test scores in NAPLAN indicated that generally the school has less students than like schools performing in the bottom 20% in all areas except Year 5 Writing. The school generally has less students performing in the top 20% than like schools, except in Years 3 and 5 in Reading. On Entry data shows that students are entering Pre-Primary with higher than state average scores in Reading, but lower in Writing and Speaking and Listening. Longitudinal data shows that the school's performance is variable each year, in part due to small school numbers but tracks close to like school performance, particularly with Reading and Numeracy. Writing, Spelling and Grammar and Punctuation are tracking on a downward trend, with the exception of particularly strong performance in Grammar and Punctuation in 2016. Progress between Years 3 to 5 has been on a downward trend for the last two years in Writing.

Numeracy

On Entry data shows that the students are entering Pre-Primary well above state average. Longitudinal NAPLAN Numeracy data indicates performance is tracking comparably to like schools with a slightly downward trend in Year 5. The school generally has less students performing in the bottom 20% than like schools, as well as less students performing in the top 20%. 2015 data showed students were tracking above like schools, however 2016 data shows students tracking well below like schools. From 2014 to 2016, Years 3-5 made lower progress/lower achievement than expected.

Science

The school runs specialist Science classes linked to Primary Connections, an Investigations Approach and the Digital Technologies curriculum. A Sustainability Committee oversees the integration of sustainable schools activities across the school including vegetable gardens, worm farms, community recycling and Millennium Kids leadership group. Whole school science initiatives including Science Week, Interschool Science Quiz and Science based incursions are held each year to raise the profile and importance of Science within the school community. Comparative data using the ACER Progressive Assessment Testing will be implemented to track student performance against state norms.

Our Beliefs About Learning

We believe that.....

- ✓ All students can be confident, successful learners.
- ✓ Students learn best when motivated, engaged and challenged.
- ✓ Learning happens best when quality relationships between staff, students and parents are based on trust and mutual respect.
- ✓ Students' unique skills, strengths and talents need to be valued, respected and accommodated.
- ✓ Students need the opportunity to observe, practice and actively engage in learning experiences.
- ✓ Everyone is a learner and it is a lifelong process.
- ✓ Students need to take responsibility for their own learning by being reflective and setting goals for improvement.
- ✓ We need to set high expectations for all students to achieve their personal best.
- ✓ Students learn in different ways and at different rates.
- ✓ Students need the skills to be adaptable learners for the future world.



Focus Area 1

Success For All Students

Chidlow Primary School will set high expectations for every student and provide a quality educational program to support students in achieving their personal best.

“Chidlow Primary School will set high expectations for every student...”

Achievement Targets

- 1.1 To increase the percentage of students in the top 20% across Year 3 and 5 NAPLAN assessments to match or exceed like schools.
- 1.2 To consistently match or exceed like schools in Year 3 and 5 Numeracy by 2019.
- 1.3 To arrest the decline in Year 3 and 5 writing results to match like schools by 2019.
- 1.4 90% of students in Year 3 and 5 to achieve above National Minimum Standards in all areas.
- 1.5 The Reading, Writing and Numeracy progress of the stable cohort of the year 5 students will be equal to or above like schools by 2019.
- 1.6 To shift progress of students from Years 3 to 5 from lower progress/lower achievement towards higher progress/higher achievement.
- 1.7 Increase the percentage of students in PP to Year 2 achieving the Literacy On-Entry Assessment Progression Point or higher (PP – 0.5. Year 1 – 1.0 and Year 2 – 1.6) when tested at the commencement of the school year.



Major Strategies

- Implement a case management approach for targeted students in higher proficiency bands.
- Continue to develop and refine explicit teaching practices within Literacy and Numeracy Blocks using the Gradual release Model of instruction: I Do, You Do, We Do.
- Develop a whole school Numeracy Plan and refine Literacy Plan to outline agreed consistent whole school practice.
- Continued development and establishment of Guided Reading approach across the school.
- Develop explicit synthetic phonics approach across K-3 with the implementation of the Sounds Write program.
- Provide extension and challenge opportunities for high achieving students through competitions and interschool activities.
- Early Childhood teachers use On Entry data planning tools to target areas of need.
- Develop National Quality Standards Actions plans for identified areas for improvement.
- Explore and develop school wide practices for teaching of Writing, supported by professional learning for staff.
- Development of literacy intervention strategies to support Tier 2 and 3 at risk learners.
- Continue to promote and educate community on importance of regular home reading practice.
- Development of mathematical literacies, problem solving and mental computation through whole school scope and sequence documents.
- Utilise a games approach to teaching the Proficiency Bands in Mathematics.
- Use of ICT and online resources (IXL) to support, challenge and extend student learning in Mathematics.
- Develop strategies to strengthen knowledge and capacity of parents to support Mental Computation and Problem Solving at home.



Focus Area 2

Excellence in Teaching and Leadership

At Chidlow PS staff will be highly reflective and work collaboratively in the pursuit of effective teaching and learning practices.

Targets / Milestones

- 2.1 To improve the grade alignment of teachers judgements to NAPLAN scores to match state means.
- 2.2 By 2018, teaching staff are fully implementing and reporting on the WA Curriculum Assessment and Reporting Outline.
- 2.3 All teachers are consistently using whole school literacy and numeracy strategies as articulated in the Operational Plans.
- 2.4 Teaching and learning programs are informed by regular analysis of school and system data to plan for improvement.

Major Strategies

- Development of school planning documents aligned to the WA Curriculum and Assessment Outline.
- All teachers develop classroom plans directly linked to the school's Operational Plans.
- Engage in school and cross school moderation activities to develop confidence and consistency in teacher judgements on student achievement.
- Staff engage in regular analysis of school self-assessment data and implement into classroom programs.
- Development of empowered staff through collaborative learning teams focussed on improving teaching and learning through shared practice.
- Development of a shared and distributed leadership model within the school.
- Teachers use the AITSL Performance and Development Framework to build a shared understanding of effective practice and use to set individual improvement goals through Performance Development processes.
- Continue to implement and refine strategies such as class and peer observation to develop reflective practice and set target areas for improvement.
- Staff engage in professional learning in school priority areas.
- Explore opportunities for collaborative practices with other network schools.
- Highlight and celebrate staff achievements through acknowledgements, awards, newsletters, assemblies and formal feedback processes.
- Development of assessment rubrics and common assessment tasks for in school and cross school moderation to ensure consistency of teacher judgement.

Highly reflective, working collaboratively.



Focus Area 3

Student Engagement and Wellbeing

Chidlow Primary School will provide a safe, supportive environment focused on students' physical, social, emotional and academic wellbeing which is evidenced by a high standard of student behaviour and positive engagement in learning.

Targets

- 3.1** Maintain high levels of student attendance at or above state average.
- 3.2** Increase the percentage of students achieving 'Consistently' for Attitude, Behaviour and Effort in end of year reports for students in Years 4 to 6 in:
 - Works to the best of his/her ability
 - Confidence in making positive choices and decisions.
- 3.3** Decrease the number of recorded behaviour incidents by 10% from 2016 data.
- 3.4** Year 5 and 6 student surveys indicate an increased satisfaction rating with behaviour management and student voice at school from 2016.

Major Strategies

- Continue to implement PATHS social emotional learning program as a whole school approach.
- Explicit school wide focus on positive behaviours: the 3Bs: Be Safe, Be Respectful, Be a Learner.
- Develop Support Chaplaincy Program to focus on supporting specific students social skills, resiliency and values.
- Continue to consistently apply attendance procedures to encourage higher attendance levels, particularly with identified students.
- Develop student leadership opportunities through Peer Mediators Program and Millenium Kids.
- Continue the development of school wide approach to sustainability and engage students in a range of class and school wide sustainability practices.
- Acknowledge and highlight student success through newsletters, assemblies, commendation letters etc.
- Continue to review and develop the outdoor play areas for students to provide natural, active and creative play opportunities inclusive of all students.
- Develop clubs, competitions and extra curricula activities to develop students interests and strengths for engagement and challenge.
- Implement strategies to actively engage boys in their learning.

Safe, Respectful Learners
“..a high standard of student behaviour and positive engagement in learning.”



Focus Area 4

Supportive and Positive School Community

Chidlow Primary School will continue to develop and sustain positive and productive partnerships with parents and the local community so that learning outcomes are improved.

Targets / Milestones

- 4.1 Increase parent satisfaction ratings from 2016 in relation to:
 - My child's learning needs are being met.
 - The school works with me to support my child's learning
- 4.2 Increase opportunities for parents to be more informed and become actively involved in their children's education.
- 4.3 Develop the School Board's effectiveness in undertaking its role in the schools self-assessment process.

Major Strategies

- Positive promotion of the school through developing of school branding and marketing strategy.
- Improve parent communication through new school website with comprehensive and up to date school information.
- Seek opportunities to regularly keep parents informed of the schools performance through data analysis presentations in school newsletter.
- Continue to work closely with Hills Education Network schools and participate in interschool competitions and activities that promote public school education to the wider community.
- Develop positive partnerships with local organisations and community groups, involving them in school events and programs.
- Provide parents with information about links to local support services and community activities through the school website.
- Develop strategies with School Board to engage parents in regular feedback and opportunities for discussion regarding the school.
- Develop increased opportunities for parent involvement in the school.
- Involvement of parents as key drivers of the school's Sustainability Program through Community Recycling Initiatives and Precious Plastics Program.
- Foster the development of community agency links with the school to enhance the schools Sustainability Program.

