Chelsea Primary School

School Strategic Plan

2006–2009
Part 1—School Profile

Purpose:
Our core purpose

- To provide a happy and safe school environment
- To provide the best thinking and challenging learning environment
- To provide the highest quality literacy and numeracy programs
- To enable our quality staff to achieve best practice
- To foster qualities of resilience and persistence
- To foster social responsibility; the ability to problem solve and the development of problem solving strategies
- To encourage active involvement and a positive partnership between teachers, parents and the community.

These are encapsulated in our statement of purpose:

Chelsea is a welcoming, dynamic learning community in which all have a sense of belonging and being valued. We are inspired life long learners, making a contribution to a better future.

Values:
The following are agreed values, and examples of the manner in which we are committed to demonstrating them.

Respect – listening to one another, valuing difference, caring for oneself and others, sharing with others, being polite
Tolerance – acceptance, patience, understanding, sensitivity, fairness
Integrity – reliability and honesty, diligence and motivation, communication honestly, telling the truth
Passion and humour – being supportive and positive, being self motivated, developing pride and self esteem, demonstrating a sense of humour and fun
Optimism – displaying a positive attitude to school life, displaying warmth towards others, positive interaction between teachers, parents and students, willingness to be a problem solver, taking pride in ourselves and our school.

Environmental Context:
Chelsea Primary School is located in the south eastern suburbs in a residential area that has close proximity to both the beach and the local shopping centre. The main school building is the original double storey brick building built in 1912. All rooms are well equipped and conducive to effective learning. Maintenance and upkeep on the external of the school building continues to be an expensive consideration because of the age of the buildings. The grounds of the school are well established and water harvesting and saving measures are to be implemented during the period of this strategic plan.

Over the past four years there has been a steady decline in the total enrolment figures for the school. This decrease has had significant impact on staffing and potentially the programs that the school could offer. The staffing profile is changing slowly with increasing opportunities to employ graduate teachers to complement the existing experienced staff.

During the period of this strategic plan it is crucial that enrolments initially stabilise and then increase.

The school community is excited as plans get underway for our new student discovery and resource centre to house both library and ICT. This will commence during the 2007 school year.

Educationally the school will continue with implementation of the Victorian Essential Learning Standards (VELS). The new assessment and reporting package will also be
implemented to reflect VELS. As a result of a successful cluster application for the “Success 4 Boys” program funding, 2007 will also include an emphasis on boys education. The development of a new strategic plan coincides nicely with the appointment of a new principal and is seen by the school community as a valuable opportunity to develop a new focus, and to re-establish the school in the community as a dynamic and welcoming learning community.
## Part 2 – Strategic Intent

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<th>Student Learning Outcomes</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>▪ Increasing student engagement in learning.</td>
<td>▪ Developing and improving students’ knowledge, skills and behaviours in interpersonal development and personal learning.</td>
<td>▪ Strengthening Students’ transition to school at all levels</td>
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<td>▪ Improving student performance in English</td>
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<td>▪ Improved student performance in Mathematics</td>
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<td><strong>Targets</strong></td>
<td>▪ The mean score in the learning environment and student misbehaviour variables of the staff opinion survey will be 4.0+</td>
<td>▪ 90% of students achieve the VELS outcomes in interpersonal development</td>
<td>▪ Improved retention of students.</td>
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<td>▪ 80% of students reaching or exceeding VELS expectations in both Mathematics and English.</td>
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<td>▪ Increase in school enrolments</td>
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<td>▪ At least 20% of students achieving above the expected levels of the VELS</td>
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<td>Key Improvement Strategies</td>
<td>Student Learning Outcomes</td>
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<td>Accreditation as a Performance and Development Culture school</td>
<td>Revisit the goals and vision particularly around learning and teaching with a focus on purposeful teaching particularly in the key improvement areas</td>
<td>To provide better continuity of education for students in transition.</td>
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<td>Adopt PoLT and support designated leaders to coach and mentor staff in the use of PoLT</td>
<td>To build positive relationships across the school especially the school’s relationship with the wider community, including the development and implementation of specific strategies aimed at improving the school’s reputation in the community</td>
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**Part 3 – Signatures**

SIGNED by the Principal .................................................................
  Name Merilyn Haynes
  Date …12./12./2006……..

SIGNED by the School Council President ........................................
  Name Shelley Racine
  Date …12./12./2006……..

SIGNED by the Regional Director (or nominee) ..................................
  Name .................................................................
  Date …/…/……..