

Chapman Primary School

South/Weston



School Strategic Plan 2025-2027

Our vision, mission and values

Vision

Develop students who demonstrate resilience, respect, integrity and independence; and who are academically and socially prepared for the future.

Mission

Provide an engaging, innovative and holistic education to develop students who are:

- educationally prepared for the future;
- responsible lifelong learners;
- literate and numerate;
- able to problem solve and think critically and creatively;
- skilled in managing relationships;
- respectful to self, others and the environment;
- compassionate;
- resilient;
- confident and active local and global citizens.

Values

- Friendliness
- Respect
- Integrity
- Everyone Co-operates
- Never Give Up Attitude
- Diversity
- Support

Our improvement priorities

Priority 1: Improve the growth in spelling for all students

The statement below details our vision for how this priority will impact student outcomes.

- Students will use their orthographic knowledge to spell a variety of words accurately in their writing.
- Students will use phonics knowledge to spell words accurately in their writing.
- Students will use phonemic awareness and decoding skills to learn how to apply encoding strategies in their writing.
- Students will receive quality feedback to improve their spelling and set learning goals.
- Students will benefit from differentiated and explicit teaching of a variety of spelling strategies.
- Students will benefit from Professional Learning Communities (PLCs) that are utilised as a forum to discuss student learning data to plan for future spelling goals and learning experiences.

Targets and measures

Student learning data

Target or measure	Source	Starting point
Increase the percentage of Year 3 students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Spelling to 64% or more. This target was set by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Spelling in ACT schools over the past two years.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN School Overview.	Baseline of 54% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Spelling for the school over the past two years.
Increase the percentage of Year 5 students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Spelling to 73% or more. This target was set by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Spelling in ACT schools over the past two years.	NAPLAN data available through Teaching and Learning Dashboard – NAPLAN School Overview.	Baseline of 63% was determined by averaging the percentage of students in the <i>Strong</i> and <i>Exceeding</i> proficiency levels in NAPLAN Spelling for the school over the past two years.

Perception data

Target or measure	Source	Starting point
Increase the percentage of students who agree/strongly agree they receive feedback through conferencing with their teacher to support and improve their spelling and set their learning goals.	School-based student survey	Baseline to be determined Term 1 2025.
Increase the percentage of students with strong Emotional Engagement to 75% or more. This target was set by taking the highest score for the school over the past 5 years. <i>The Emotional Engagement domain measures student perceptions of the extent to which students enjoy the work they do in class and feel excited about their work. It also addresses levels of students' interest in what they are learning and their perceptions of how much fun learning in class is.</i>	Annual Satisfaction and Climate Survey: Students	Baseline data of 51% was determined by averaging the percentage of students with strong Emotional Engagement over the past 5 years.

School process data

Target or measure	Source	Starting point
Increase average self-evaluation from 'evolving' to 'embedding' in <i>Data used to focus and drive collaborative improvement and evaluate impact on learning.</i>	PLC Maturity Matrix	Self-evaluation against the PLC Maturity Matrix in 2024 indicates an average assessment at the 'evolving' phase across all Professional Learning Communities.
Increase the average proficiency level of staff to provide effective feedback to students.	School-based classroom observations based on the Classroom Practice Continuum of the AITSL standard 5.2 <i>Provide feedback to students on their learning</i> (1= Beginning, 2= Proficient, 3 = Highly accomplished, 4 = Lead).	Baseline to be determined in Term 1 2025.

Our key improvement strategies

Strategy 1: Develop and implement a whole school curriculum map for spelling.

Strategy 2: Implement a whole school approach to spelling instruction.

Strategy 3: Implement a consistent approach to spelling assessment.

Endorsement

This Strategic Plan has been endorsed electronically by our Principal, Executive Education Leader and Board Chair.

Principal

Name: James Barnett

Date: 17/03/2025

Executive Education Leader

Name: A/g Danielle Porter

Date: 18/03/2025

Board Chair

Name: Paul Cecere

Date: 17/03/2025