NSW GOVERNMENT | **Education & Communities**

Chester Hill Public School

School Plan

2012 - 2014

SCHOOL CONTEXT

Learning at Chester Hill Public School is provided through innovative and enriched teaching and learning activities. Grade based learning enables ongoing support and development of social, leadership and mentoring skills. Our early learning emphasis model provides for flexible delivery of curriculum in the K-2 years, allowing students to progress through stage outcomes at a rate appropriate to their needs and abilities. K. Years 3-6 are placed in classes that support and enable explicit teaching across all Key Learning Areas. Literacy and numeracy remain the principal areas of focus and these continue to be supported, developed and enhanced through professional learning, purchasing of resources, maths consultancy support and the provision of a literacy mentor. Learning support programs include STLA, Reading Recovery, ESL, Targeted Early Numeracy (TEN), Focus on Reading initiative guided and home reading, Best Start, and Count Me In Too. Chester Hill Public School is completely computer networked with Interactive Whiteboards in all classrooms, the library and specialist teaching areas. Learning through technology is embedded in all teaching programs with support from a dedicated Multi Media Mentor who works closely with all students and staff.

Since 2010 Chester Hill Public School received extra funding through the National Partnerships Low Socio Economic Federal initiative. That funding concluded at the end of 2013. At the end of term one 2013 Chester Hill was placed on the Improving Literacy or Numeracy National Partnership program for 2013/2014. Variations to the original management plan for 2013 that relate to Improving Literacy or Numeracy National Partnership can be found denoted as green.

The school has a proud history of success on the sporting field due to its excellent programs in gross motor and skills development. Grades 3-6 participate in both Summer and Winter Primary Schools Sports Association (PSSA) competitions as well as Swimming, Cross Country and Athletics carnivals. Students are also able to embrace choir and dance activities through the school's participation in major district and regional concerts and festivals. Students participate in a variety of extracurricular programs including the Tournament of Minds, the Premier's Spelling Bee and Reading Challenge, Debating, Community Mentoring Program and the Multicultural Public Speaking Competition. To support and enhance community participation and our focus of lifelong learning, a Community Engagement Officer works closely with parents to support involvement and understanding. We have several culturally based parent groups as well as a coffee club which meet regularly. The aim of Chester Hill Public School is to support increased student learning outcomes by strengthening home school relations. Adult workshops were offered in English Language acquisition, Computer proficiency, Positive Parenting and First Aid. To support the transition from home to Kindergarten we have a School Readiness and Indigenous playgroups operating within the school.

All of the above is only a snapshot of the opportunities that both students and parents experience at Chester Hill Public School, an active and progressive learning community striving to achieve the greatest learning outcomes for each and every child.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
1. Literacy and Numeracy	a) Increased levels of literacy and numeracy achievement for every student consistent with National, State and regional directions b) Strengthen literacy and numeracy learning through the effective use of the full range of diagnostic assessments and professional learning c) Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy and numeracy at key transition points
2. Student Engagement and Attainment	a) Students experience challenging, flexible, personalised and safe learning environment b) Enhanced wellbeing of all students c) A school environment that enables students to experience success and receive recognition for their attainments d) School community to be fully involved in supporting learning and school governance
3. Aboriginal Education	a) Effective implementation of the Aboriginal Education and Training Policy b) Aboriginal students are supported by staff to become successful learners c) Aboriginal students are supported by a strong partnership between school, family and community to increase engagement in learning
4. Leadership and Management	a) Strengthen leadership and management capacity of school staff and executive b) Increase staff and executive capacity to meet the needs of a significantly culturally diverse and changing educational environment
5. Curriculum and Assessment	a) Implementation of a broad, inclusive and relevant curriculum b) Clear alignment between the implementation of curriculum, professional learning and student learning needs c) Appropriate assessment and learning practices are embedded in all teaching and learning programs

TARGET/S

1. **Literacy and Numeracy:**

    2012

    a) Increase **from 51%** to **56%** the number of year 5 students who achieve an improvement rate of 80 points or more in **reading**

    b) Increase **from** an average of **87%** to an average of **92%** the number of year 3 and 5 students achieving at or above minimum standard in **reading**

    c) Increase **from** an average of **18%** to an average of **25%** the number of year 3 and 5 students attaining a proficiency standard in **reading**

    d) Literacy Early Learning Plans to be implemented by all teachers K-1

    e) Increase in Phase 2 and 3 students who are achieving at or above the minimum standard in Reading from 89% to 95% in 2012

    f) Increase **from 72%** to **77%** the number of year 5 students achieving an improvement rate of 80 points or more in **numeracy**

    g) Increase **from** an average of **91%** to an average **95%** the number of year 3 and 5 students achieving at or above minimum standard in **numeracy**

    h) Increase **from** an average of **23%** to an average of **30%** for year 3 and 5 students attaining a proficiency standard in **numeracy**

    2013

    a) To increase the mean score for reading in Year 3 from 13 below Fairfield District in 2011 to at or above Fairfield District in 2013 for Year 5

    b) To decrease the percentage of students at or below minimum standard for writing from 8.6% above Fairfield District in 2011 for Year 3 to at or below 2% of Fairfield District in 2013 for Year 5

    c) To reduce the number of students not achieving reading benchmark levels 21 – 24 in Year 2 from 15% to 10%

    d) 100% of K – 2 teachers will implement Literacy Early Learning Plans in 2013.

    e) Increase the number of Phase 2 and Phase 3 students achieving at or above the minimum standard in Reading from 87% in 2012 to 92% in 2013.

    f) To reduce the gap by 10 points between the school and Fairfield District of the mean scores for Numeracy from 19.8 points below District in Year 3 2011 compared to Year 5 2013.

    g) To increase the percentage of students achieving proficiency standard in numeracy from 22% in Year 3 2011 to 27% in Year 5 2013

    h) That 90% of year 2 students who entered Kindergarten on emergent level in 2011 reach the Early Arithmetical strategies benchmark of counting on and back in 2013

    i) 100% of staff are assessing, monitoring and tracking student progress using Aspect 1 (Counting Sequences), Aspect 2 (Counting as a Problem Solving Process) and Aspect 4 (Multi-Unit Place Value) of the Numeracy Continuum

2014

a) To increase the value added for Year 3 2012 – Year 5 2014 to 4 points in Reading compared to Fairfield District (3.1 points is the average value added for CHPS over the last 4 years for Year 5 students)

b) To increase the mean score for Writing from 389.9 in Year 3, 2012 by 63 points to 452.9 in Year 5, 2014. (57.7 points is the average improvement for CHPS over the last 4 years for Year 5 students)

c) 100% of K-2 teachers in developing and implementing a writing strategies guideline to meet Syllabus Outcomes content. *(see Curriculum and Assessment – Early Learning)*

d) Reduce from 22% to 18% the number of students not achieving reading benchmark levels 21-24 in Year 2 for 2014 *(see Curriculum and Assessment – Early Learning)*

e) To increase the value added for the Year 3 2012 - Year 5 2014 to 7.5 points in Numeracy compared to Fairfield Network

f) To increase the proficiency standard value added for the Year 3 2012 - Year 5 2014 to 3 points in Numeracy compared to Fairfield Network

g) That 90% of year 2 students who entered Kindergarten on emergent level in 2012 reach the Early Arithmetical strategies benchmark of Counting on and Back in 2014

h) 100% of teachers K – 6 embed working mathematically in Numeracy Teaching and Learning programs by using the New NSW Mathematics Syllabus, the Numeracy Continuum and quality classroom practices.

i) To increase the automaticity of Numeracy facts in targeted students

j) To increase the value added for Year 3 2012 – Year 5 2014 to 4 points in Reading compared to Fairfield District (3.1 points is the average value added for CHPS over the last 4 years for Year 5 students)

k) To increase the mean score for Writing from 389.9 in Year 3, 2012 by 63 points to 452.9 in Year 5, 2014. (57.7 points is the average improvement for CHPS over the last 4 years for Year 5 students)

3.Student Engagement and Attainment

2012

a) Completion of School discipline review and discipline policy development

b) Review of student rewards policy

c) Completion of Learning Support Team policy and referral criteria

d) Increase to 25% the number of families in the school community participating in student learning and school governance

e) Implement the integration of technology in teaching and learning to fully engage and motivate student learning

f) Develop a school culture that acknowledges and accommodates the needs of G&T students

2013

a) Review and develop new student rewards policy

b) Alignment of Learning Support Team policy and referral process to new processes in LAS program

c) Development and trial of Every Student Every School policy through LAS program

d) Increase the number of families in the school community engaged in student learning from 8% in 2012 to 15% 2013.

e) 100% of teachers K – 6 in 2013 will demonstrate increased student engagement and motivation through the implementation of technology in Teaching and Learning Programs and classroom practices.

f) Professionally develop staff in early identification of G&T students K-2

2014

a) Review of Student Welfare policy K-6

b) Evaluation of Every Student Every School policy through the LST

c) Increased whole school community involvement

d) Continuation of Implementing the integration of technology in teaching and learning to fully engage and motivate student learning

e) Improved teaching pedagogy in teaching through the use of differentiation

g) Improve home numeracy support

4.Aboriginal Education

2012

a) 100% completion of PLP's for indigenous students

b) Review by all staff of Aboriginal Education policy

c) Development of indigenous community of schools network

d) Implementation of indigenous playgroup

2013

a) School based development of a scope and sequence framework of Aboriginal policy units

b) 100% completion of PLP's for Indigenous students

c) Implementation of Indigenous community of schools network

d) Maintain and expand the attendance at the Indigenous Playgroup from 4 families in 2012 to 6 families in 2013.

2014

a) 100% completion of PLP's for indigenous students

b) *Implementation of school based scope/sequence of aboriginal policy units based on CAPA*

c) *Increased school indigenous community participation in student learning and support*

2. Leadership and Management

2012

a) Commencement of the Team Leadership for School Improvement (TLSI) by all executive and nominated staff

b) Implementation of Vietnamese Community Language with all grades K-6

c) Review and implement class structure changes for stage 2

d) Review of new school organisational changes

2013

a) Implementation of recommendations in Numeracy from the Analytical Framework for School Improvement

b) Review of the Vietnamese and Arabic Community Language programs K-6

c) Implement and review class structure changes for stage 3

d) Development of policies and procedures to utilise Equity funding and staffing entitlements

e) Implementation of new school organisational changes

f) 100% of all teachers will have demonstrated TELL, QTF and G&T pedagogy embedded into their teaching and learning programs

2014

a) Implementation of recommendations in Literacy from the Analytical Framework for School Improvement

b) Review of the of the Arabic Community Language program K-6

c) Continuation of programs implemented to support RAM equities allocation

d) Implementation of new school administration changes (LMBR)

e) Executive roles and responsibilities review (EARS)

3. **Curriculum and Assessment (Includes Literacy, Numeracy, ESL, Early Learning and Technology targets)**

2012

a) Increase from 3% to 100% of permanent classroom and specialist staff completing Phases 1 and 2 of Focus on Reading

b) Extension of Focus on Reading support to incorporate Year 2 teachers

c) Increase in number of students with Individual Language Learning Plans from 0% to 10% K-6

d) Best Start and Early Learning Framework to be embedded in assessment and teaching and learning programs of all classes K to 2.

e) Review and re-establishment of Count Me In Too K-4

f) Targeted students receive support through their involvement in Targeting Early Numeracy

g) Enhancement of teaching pedagogy by the embedding of TELL, QTF and G&T in all teaching and Learning programs

h) Completion and implementation of School assessment policy and assessment matrix

i) All teachers to be trialling online assessment and welfare tracking software by end semester 2 2012

j) Review of school student reporting policy and student reports

2013

a) Increase the number of K – 6 Phase 2 and Phase 3 students with Individual Language Learning Plans from 0% in 2012 to 10% in 2013.

b) 100% of teachers K – 6 in 2013 will embed working mathematically by using the Numeracy Continuum and QTF in Numeracy Teaching and Learning Programs.

c) To professionally develop all teaching staff in preparation for the implementation of the National English Curriculum in 2014

d) Revisit and review the strategies in Consistent Teacher Judgement in relation to A-E reporting

e) Best Start and Early Learning Framework to be embedded in assessment and Teaching and Learning programs of all classes K to 2.

f) All teachers will complete online student assessment and welfare tracking information through school and/or Sentral software by end 2013

g) Enhancement of teaching pedagogy by the embedding of English as an additional language or dialect strategies in all Teaching and Learning programs

h) Orientate staff to the new NSW Mathematics K-10 Syllabus

2014

a) Continued support to embed Focus on Reading in Year 2 – 6; teaching pedagogy in teaching and learning programs K-6

b) Increase in number of students with Individual Language Learning Plans from 15% to 20% K-6

c) Continuation of embedding Best Start and Early Learning Framework in assessment and teaching and learning programs of all classes K to 2.

d) Introduction of multi-phase teacher professional development in numeracy 3-6

e) Targeted students continue to receive support through their involvement in Targeting Early Numeracy

f) All teachers will complete online assessment and welfare tracking software inclusive of National Curriculum expectations by end of 2014

g) Development of teaching program guidelines that include National Curriculum content and outcomes for English

h) To professionally develop all teaching staff in preparation for the implementation of the National Science Curriculum in 2014

i) To professionally develop all teaching staff in preparation for the implementation of the NSW Mathematics Curriculum in 2015

PRINCIPAL'S SIGNATURE	DIRECTOR'S ENDORSEMENT	DATE

Abbreviations and acronyms used in this Document:

(as they appear in order of pages)

P	Principal
DP	Deputy Principal
AP	Assistant Principal
AP T&L	Assistant Principal Teaching and Learning
SLSO	School Learning Support Officer
FoR	Focus on Reading
TEN	Targeting Early Numeracy
CMIT	Count Me in Too
QTF	Quality Teaching Framework
SWS	Student Welfare Committee
CEO	Community Engagement Officer
P&C	Parents and Citizen Association
TTF	Technology in Teaching Facilitator
Comm	Communication Committee
AP Tech	Assistant Principal Technology
ICT	Integrated Classroom Technology
IWB	Interactive White Board
KLA	Key Learning Areas
TC	Technology Coordinator
AP G&T	Assistant Principal Gifted and Talented
ILNNP	Improving Literacy & Numeracy National Partnership
RAM	Resource Allocation Method

AP EL	Assistant Principal Early Learning
TELL	Teaching English Language learners
BS	Best Start
AP ESL	Assistant Principal English as a Second Language
ILLP	Individual Language Learning Program
NP	National Partnership
TARS	Teacher Assessment and Review Schedule
EARS	Executive Assessment and Review Schedule
TPL	Teacher Professional Learning
SDD	Staff Development Day
CHL	Community Hub Leader

Colour Coding Legend:

Black: denotes school targets, planning and budgeting that are funded through DEC global grant

Red: denotes school targets, planning and budgeting that are funded through the National Partnership Low SES initiative 2013 resideual

Blue: denotes RAM funding and staffing entitlement

Green: denotes school targets, planning and budgeting that are funded through the Improving Literacy & Numeracy National Partnerships 2013/2014

Budget allocation explanation: See page 38 of Management Plan

SCHOOL IDENTIFIED PRIORITY *ENGLISH*

OUTCOME/S	TARGET/S
1a) Increased levels of literacy and numeracy achievement for every student consistent with National, State and regional directions 1b) Strengthen literacy and numeracy learning through the effective use of the full range of diagnostic assessments and professional learning	1a) To increase the value added for Year 3 2012 – Year 5 2014 to 4 points in Reading compared to Fairfield District *(3.1 points is the average value added for CHPS over the last 4 years for Year 5 students)* 1b) To increase the mean score for Writing from 389.9 in Year 3, 2012 by 63 points to 452.9 in Year 5, 2014. *(57.7 points is the average improvement for CHPS over the last 4 years for Year 5 students)* 1c) 100% of K-2 teachers in developing and implementing a writing strategies guideline to meet Syllabus Outcomes content. *(see Curriculum and Assessment – Early Learning)* 1d) Reduce from 22% to 18% the number of students not achieving reading benchmark levels 21-24 in Year 2 for 2014 *(see Curriculum and Assessment – Early Learning)* 1e) 100% of teachers K-6 in 2014 will demonstrate differentiation in teaching and learning programs in Reading and Writing *(see Students engagement and attainment – Differentiation)*

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Collaborative planning sessions to ensure teaching and learning programs demonstrate the philosophy of FoR and differentiation	Teachers will develop and implement exemplary teaching and learning programs for Literacy			x	APs	4 x days per teacher ($500 x 4) x 24 SETE= $48 000
New and inexperienced staff members supported in the implementation of FoR through access to a Focus On Reading tutor (FoRT)	All new or inexperienced staff needs, in regard to FoR, will be supported and addressed			x	Stage A.P.	10 days for FoRT support $500 x 10 =$5 000 SETE

All staff supported and lead through professional development by Assistant Principals. They will: • Conduct lesson observations • Initiate professional learning • Conduct demonstration lessons • Provide examples of exemplary programs	All staff will be supported and lead in the development and the implementation of exemplary English teaching and learning programs			x	APs	2 days per week for AP support. ($500 x 2) x 40 = $40 000 SETE
Student progress in Guided Reading will be tracked and monitored by Learning Support Team (LST) each term.	All students progress will be monitored and students needs investigated and met.			x	LST Coordinator	2 Benchmarking kits 2 x $500 =$1000
English Policy will continue to be developed to reflect the needs of CHPS. • English policy completed • Reading support document completed and trialled • Writing support document developed	Staff have a clear and concise understanding of how English is taught at CHPS			x	English committee	
Staff participate in the "Different Angles" Program. Each staff member has a day a year to visit other classrooms within school.	All staff teaching and learning programs are enhanced due to experiencing practical demonstrations of exemplary Literacy practices			x	English Coordinator	$500 x 24 =$6 000 NP $6000 TPL 414

Enhance the Library to the information hub of the school through: • Library reorganising • Encouraging students to use the library at lunchtimes • Students have access to internet • Students are able to engage with the wide range of types of texts • Review Library Policy	The library is the information hub of the school where staff and students engage with information in an interesting and vibrant environment.			x	Librarian English Coordinator	Furniture $ 15 000 Teaching walls SETE $8 000 NP $ 11 000 Parlour games $5 000 Software $2 000 Graphic Novels $5 000 Picture Books $5 000
An annual stocktake of resources in the Reading to Learn room to be undertaken.	All resources in the Reading to Learn room are accounted for.			x	AP Stage 2 AP Stage 3 LAS teacher	2 SLSO days 2 x $180 =$360
Resources to maintain and expand the Reading to Learn room to be purchased	Resources to enhance Reading to Learn room are sourced and purchased and associated material to house the resources are purchased			x	AP Stage 2 AP Stage 3 LAS teacher	Resources $12 000 SETE
Resources in the Learning to Read room will be monitored weekly.	All resources in the Learning to Read room are accounted for.			x	AP ES1 AP Stage 1 LAS teacher	SLSO 2hours per week (2 x $30) x 40 =$2 600 SETE
Resources to maintain and expand the Learning to Read room to be purchased	Resources to enhance Learning to Read room are sourced and purchased and associated material to house the resources are purchased			x	AP Early Learning LAS teacher	Resources $10 000 SETE

General resources such as individual whiteboards, markers, laminating and school magazines yr 3 - 6	Resources to support the teaching of English are purchased			x	APs	$5 000 NP
Fully stock new classrooms	New classrooms fully stocked			x	Principal	Each room requires Home Readers =$600 Miscellaneous = $5 000
To enhance vocabulary and phonics programs	Enriching vocabulary and phonics programs in operation in K - 2			x	AP Early Learning	Classroom games to support Phonics in Year 1 $2 000 Resources for phonemic awareness $500 School copy of MIOW program $500 Materials to support MIOW program $2 000
					Total	$ 197 560

SCHOOL IDENTIFIED PRIORITY *NUMERACY*

OUTCOME/S	TARGET/S
1a) Increase levels of numeracy achievement for every student consistent with National, State and regional directions **1b) Strengthen numeracy learning through the effective use of the full range of diagnostic assessments and professional learning** **1c) Improved outcomes through targeted strategic intervention for students experiencing difficulty in numeracy at key transition points**	**1a) To increase the value added for the Year 3 2012 - Year 5 2014 to 7.5 points in Numeracy compared to Fairfield Network (6.1 points is the average value added for CHPS over the last 4 years for Year 5 students)** **1b) To increase the proficiency standard value added for the Year 3 2012 - Year 5 2014 to 3 points in Numeracy compared to Fairfield Network (2.1 points is the average value added for CHPS over the last 4 years for year 5 students proficiency levels in numeracy)** **1c) That 90% of year 2 students who entered Kindergarten on emergent level in 2012 reach the Early Arithmetical strategies benchmark of Counting on and Back in 2014** **1d) 100% of teachers K – 6 show evidence of working mathematically in Numeracy Teaching and Learning programs by using the New NSW Mathematics Syllabus, the Numeracy Continuum and quality classroom practices.** **1e) To increase the automaticity of Numeracy facts in 100% of targeted students** **1f) 100% of teachers K-6 in 2014 will demonstrate differentiation in teaching and learning programs in Numeracy**

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	**2013**	**2014**		
Employ an AP Numeracy Mentor	**Assistant Principal Numeracy employed.**			**x**	**Principal & Panel**	**Centrally Funded $133 282**
Professional development of teachers in the use of data including SMART, PLAN and school based assessment through staff and stage meetings.	Professional learning conducted on the use of numeracy assessment data Stages through team meetings and collaborative planning, embed the use of assessment data in the teaching and learning cycle		**x**	**x** **x**	AP Numeracy PLAN Coordinators Stage Coordinators	
Students K-5 SENA tested and data used to track progress along the numeracy continuum (completed by end of week 6)	All students K-5 have been SENA tested		**x**	**x**	Classroom Teachers	

	Data was used to form groups and provide explicit instruction		x	x	AP Numeracy	
Identify and support at risk students K-6 through:						
• **the Numeracy Support Teacher**	**Numeracy Support Teacher has worked with school identified at risk students**			x	**AP Numeracy**	**0.5 of Equity funding RAM SETE**
• **Remedial withdrawal groups**	**At risk students identified Remedial groups conducted**	x	x	x	**Numeracy Support**	**$1000**
• **Number groups in Years 4 and 5**	**Grade based number groups have been established**			x	**AP Numeracy Stage 2&3 Coordinators**	
• **Continued implementation of the Targeted Early Numeracy Program (TEN)**	**All students that require TEN K-2 receive instruction**				**Stage Coordinators**	**$1000 (training for additional teachers**
Implementation of the *QuickSmart* program and associated professional learning	**Students have been tested using the PAT Maths Test**			x	**AP Numeracy**	**$3000**
	QuickSmart Program has been purchased and responsible teachers and tutors have been in-serviced			x	**AP Numeracy Numeracy Support**	**$20,000**
	Tutors have been trained in the implementation of the QuickSmart Program			x	**AP Numeracy/ Community Hub Leader**	**$500**
	Tutors meet regularly to support the *QuickSmart* targeted students			x	**AP Numeracy**	
	Resources have been purchased to support QuickSmart program			x	**AP Numeracy**	**$10 000 Laptops / stationery / photocopying**

Employment of a Community Engagement Officer to strengthen at home support in the area of Numeracy	**Parent meetings have been conducted on home support in Numeracy**			**x**	**Community Hub Leader**	**S7 000**
						Lina
	Greater support in Numeracy is provided by parents at home			**x**	**AP Numeracy**	
Review of school Mathematics assessment practices and alignment with the new NSW Mathematics Syllabus	Assessment practices have been reviewed			x	AP Numeracy	
Strengthen teacher capacity to improve student learning through:						**$11,000+**
• **Familiarisation of and professional development on the new NSW Mathematics Syllabus for the National Curriculum**	**Teacher professional development needs of the new NSW Mathematics Syllabus for the National Curriculum have been met.**			**x**	**AP Numeracy**	**TPL 414 $8 000** **Mathematics Syllabus Professional Learning 3 days per teacher (taken as half days)**
• **The development of a deeper understanding of all aspects of the Numeracy Continuum**	**Teachers are competent in the use of all aspects of the numeracy continuum as a tool to improve student learning**			**x**	**AP Numeracy**	
• **The grouping of students and the development of differentiated learning activities**	**Classroom practices show evidence of differentiated learning group work and explicit teaching**			**x**	**AP Numeracy / Differentiation Coordinator**	
• **Demonstration lessons and team teaching**	**Teachers have participated in demonstration lessons, team teaching, and collaborative planning.**			**x**	**AP Numeracy**	
• **The collaborative development of quality Mathematics teaching and learning class programs**	**All teaching and learning class programs have evidence of syllabus outcomes, the Numeracy Continuum, grouping and differentiation.**			**x**	**AP Numeracy / Stage teams**	

				x	AP Numeracy	$5 000 includes laminating and colour p/copier
Purchase and manage resources to ensure all staff are supported within the classroom	Resources purchased to support all strands of Mathematics			x	AP Numeracy	$5 000 includes laminating and colour p/copier
Review Numeracy practices K-2	K-2 numeracy practices have been reviewed			x	AP Numeracy / AP Early Learning	
Staff K-2 participate in CMIT training project to enhance differentiation in Numeracy	**Teachers participate in project**			**x**	**AP Numeracy K-2 staff**	**$2 000**
To develop a Chester Hill Public School Mathematics Policy	**A draft Chester Hill Public Mathematics Policy has been developed**			**x**	**AP Numeracy / Mathematics Committee**	
					Total	**$193 782**

SCHOOL IDENTIFIED PRIORITY *STUDENT ENGAGEMENT AND ATTAINMENT – STUDENT WELFARE*

OUTCOME/S	TARGET/S
2a) Students experience challenging, flexible, personalised and safe learning environment 2b) Enhanced wellbeing of all students 2c) A school environment that enables students to experience success and receive recognition for their attainments	2a) To review the Learning Support Team processes to ensure they reflect and support the Every Student Every School philosophy. 2b) To evaluate the selected sections of the school's Student Welfare Policy to ensure it is explicit and reflects the needs of the school community. 2c) To reduce the number of detentions from 850 in 2013 by 10% to less than 765 in 2014. 2d) To improve school attendance rate from a three year average of 93.1% to 93.5% in 2014.

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
To review the LST guidelines and procedures	All student needs are being met as all staff understand and follow the LST guidelines and procedures.			x	DP LST coordinator	
LST ensure that all students' needs are identified and cater for	LAS have: • Assisted in the writing of referrals • Developed and implemented Individual Learning Plans to meet the needs of identified students • Test new students soon after arrival at CHPS			x	DP LST coordinator LAS teachers	0.4 RAM SETE staffing entitlement Resources $5 000 SETE

SLSO time available to implement teacher designed programs for specific students targeting their needs.	SLSOs employed and programs implemented			X	LST	3 x 10 week block of 66 hrs of SLSO time 3 x $20 000 =$60 000 LAS $30 000 NP $30 000
To continue to review, develop or trial the different aspects of the student Welfare Policy • Behaviour policy and Anti-Bullying Policy to be reviewed • Rewards policy to be trialled • Student Attendance Policy developed	Behaviour Policy and Anti-Bullying Policy reviewed to ensure they still reflect and meet the needs of the school Rewards Policy trialled and assessed Student Attendance Policy developed			x	DP	
To investigate the options for a whole school social skills program	A range of social skills programs sourced			x	DP	4 days for teacher visits 4 x $400 LAS $1 600
To implement a Social Skills program for targeted students K – 6	Enhanced children's friendships such as: • Strategies for making friends • Procedures for joining in • Develop strategies to become more resilient • Their own behaviour is their own responsibilities			x	LAS	
					Total	$66 600

SCHOOL IDENTIFIED PRIORITY *STUDENT ENGAGEMENT AND ATTAINMENT – COMMUNITY ENGAGEMENT*					
OUTCOME/S 2d)School community to be fully involved in supporting learning and school governance	**TARGET/S** 2a) Increase the number of migrant families accessing community services through the school from 10% in 2013 - 20% in 2014. 2b) expand the number of families engaged in early childhood programs within the school such as Aboriginal Supported playgroup, School Readiness Program and Playgroup.				

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Employment of community hub leader (CHL) for 4 days per week	Increased access to community services through the school			x	Connect Child and Family Services Inc.(CCFSI) CHPS Principal	$50,000 (CCFSI) $7000 (ILNNP Funding)
Continue implementation of bilingual parent workshops to provide educational and supportive sessions for parents.	Parents are empowered and skilled to support their child's learning through access of varying learning opportunities.			x	CHL Principal	$1000 (catering) $500 (resources)
Continuation of SMS communication between home and school.	Increase in parent participation at school events and home/school communication.			x	CHL	$1200 (annual subscription) $1500 (sms credit)
Provide access to a range of activities to support increased engagement by migrant families and individuals with services provided by the Commonwealth, the State or Territory and the Local Government	Increased number of migrant families accessing health, housing, and settlement services via the community hub			x	CHL	
Production of promotional items such as school handbook, flyers, leaflets, community newsletter.	Completion of promotional items (Year to Year publications)			x	CHL	$1000
Run volunteer recruitment sessions at beginning of each semester.	Increase in parent /volunteer participation in majority of classrooms. Enhanced parent understanding of classroom learning			x	CHL	

Continuation of school readiness program and transition to school network to provide smooth transition to primary school	Full enrolment and improved communication structures in place			x	CHL AP KINDER	$7000
Expansion of Aboriginal Supported Playgroup	Maintained enrolments of Aboriginal children			x	CHL Aborignal Supported Playgroup Facilitator	
Continuation of Save the Children Playgroup	Full enrolment and liaison with school readiness program			x	CHL Save The Children Workers	
Continuation of educational programs for parents/carers including English classes, computer skills program, 1st Aid, employment skills and pathways.	Improved skills and knowledge of migrant and mainstream parents.			x	CHL	$1500 (fee subsidy) $800 (childcare)
Continuation of community mentoring program for one session per week to provide guidance to at-risk year 6 students and enhance mentor skills and knowledge	At-risk year 6 students engaged in transition activities. Mentor skills further enhanced.			x	CHL AP Stage 3	$1000
Provide parents/carers with social activities and outings.	Strengthened relationships amongst parents. Provision of new opportunities for parents			x	CHL	$250
Implement activities and events that promote harmony and provide social benefits for the school community such as; Grandparents Day, Harmony Day, LABS Days.	Quality of school culture is improved			x	CHL STAFF P&C	$250
					TOTAL	$16 000

SCHOOL IDENTIFIED PRIORITY *STUDENT ENGAGEMENT AND ATTAINMENT – TECHNOLOGY*						
OUTCOME/S	2a) Students experience challenging, flexible, personalised and safe learning environment	**TARGET/S**	2a) 2a) 100% of teachers K-6 in 2014 will demonstrate technology in teaching and learning programs and assessment across three Key Learning Areas 2b) 2a) Students K-6 will use technology across three Key Learning Areas 2c) 2a) 100% of students in Year 3-6 participate in cyber safety lessons.			

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Teaching and Learning						
Expand the role of the ICT committee	• Meet monthly • Share ideas for technology integration		x	x	A.P. Technology Coordinator	TPL and computer coordinator
Evaluate and refine the ICT scope and sequence	• Staff use and evaluate the ICT scope and sequence			x	ICT Committee All staff	
Facilitate training of staff in ICT resources and ideas for teaching and learning	• Staff meetings held • Support provided during collaborative planning			x	ICT Committee	
ICT comm. TPL days	• Training/development of ICT committee members					Computer Grant 458 ($3000)
Development of teaching and learning programs and assessment tools which integrate technology skills, knowledge and understandings	• ICT committee to support staff to integrate ICT into teaching and learning programs • ICT committee to support staff to develop consistent stage based ICT assessments			x	ICT Committee All staff	
Collection of teaching and learning programs and assessment folders for review	• Teaching and learning programs and assessment folders reviewed				APs	
Survey students about their technology use in class	• Student surveys completed			x	ICT Committee All staff	
Cyber safety programs developed for Year 3-6	• Students participate in cyber safety lesson			x	ICT Committee All staff	TPL 413 $2200
Computer coordinator release days	• Hardware is fully functioning and maintained					8 x 500 = $4000 Computer Grant 458

Hardware						
4 x 15 sets of notebooks (3 for Stage 1, 2 for Stage 2)	• Purchase 60 notebooks		x	x	Technology Coordinator	4 @ 7485 = $29940
15 Notebooks for library	• Order from T4L			x	Technology Coordinator	Nil
5 x trolleys for storage and recharging of notebooks	• Purchase 5 trolleys		x	x	Technology Coordinator	5 @ 1300 = $6 500
2 x 6 sets of notebooks (for ESL and LAS)	• Purchase 12 notebooks		x	x	Technology Coordinator	12 @ 499 = $5988
Mice for laptops	• Purchase 100 mice			x	Technology Coordinator	100 @ 7.73 = $773
3 x 10 sets of Windows tablets / notebooks for Early Stage 1	• Purchase 30 notebook			x	Technology Coordinator	30 @499 = $14 970
Trolleys or storage for recharging of tablets	• Purchase trolleys / storage			x	Technology Coordinator	3 @ 1300 = 3900
Headsets / microphone headsets for use with laptops and tablets	• Purchase headsets			x	Technology Coordinator	$3000
Storage for mice and headsets	• Purchase storage containers			x	Technology Coordinator	$300
5 Desktop PCs to finalise upgrade of all PCs in school	• Order from T4L			x	Technology Coordinator	Nil
Hovercams for use on IWBs	• Purchase hovercams			x	Technology Coordinator	11 @ 400 $4400
Laptops for exec	• Purchase laptops			x	Technology Coordinator	3 @ 900 (2013) $2700
Upgrade of IWB to LED boards in BER	• Purchase boards, speakers and installation			x	Technology Coordinator	3 @ 7000 N.P.$21000
VOIP phone for the connected classroom	• VOIP purchased and installed			x	Technology Coordinator	$1000 (2013)
Software						
Glogster subscription to create multimodal texts	• Purchase Glogster subscription			x	Technology Coordinator	24 teachers, $ 600 students $250 *P&C*
Smart notebook software	• Purchase 6 licences			x	Technology Coordinator	6 @ 400 $2400

Ideal resources subscription – 3 years	• Purchase Ideal resources subscription			x	Technology Coordinator	$1800 *(2013)* *P&C*
Apps and software to support teaching and learning	• Purchase apps and software			x	Technology Coordinator	$5000
CC days maintenance/imaging/upgrading						
					Total (excluding 2013 purchases)	$128071

| SCHOOL IDENTIFIED PRIORITY *STUDENT ENGAGEMENT AND ATTAINMENT – GIFTED AND TALENTED* |

OUTCOME/S	TARGET/S
1a) Increased levels of literacy and numeracy achievement for every student consistent with National, State and Regional directions 2a) Students experience challenging, flexible, personalised and safe learning environment 2b) A school environment that enables students to experience success and receive recognition for their attainment 5c) Implementation of a broad, inclusive and relevant curricular	2a) 100% of teachers K-6 in 2014 will demonstrate differentiation in teaching and learning programs in Numeracy. 2b) 100% of teachers will show evidence of differentiation in their reading and writing programs to cater for the individual needs of students in their class. 2c) Students in Years 3-6 supported in specific G&T programs increased from 20% to 24%

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Differentiation in programs K-6	• Evidence of differentiation in reading, writing and numeracy in teachers' programs			x	Grade supervisors Teachers K-6	
Expand role of differentiation committee	• Meet regularly • Share ideas and provide PL to staff			x	Differentiation committee + A.P.	
Facilitate training of staff in differentiation strategies for writing	• Staff meetings held			x	Differentiation committee	TPL (Wed)
Development of differentiated units of work and assessments for writing	• 2 x Half day TPL for all staff to develop units • Further support provided in team meeting time			x	Differentiation committee	Differentiation in writing session 2 x $6000 = $12000 PLAN
Development of staff TPL sessions for teachers focussing on differentiation in writing K-6	• Differentiation committee prepare for half day TPL sessions			x	Differentiation committee	6 x $500 = $3,000 PLAN
Purchase of teacher reference materials to support differentiation and writing	• Resources purchased			x	Differentiation committee	$1000 PLAN

Staff K-6 use PLAN website to track student results and generate reports to inform differentiation	• Staff trained K-6 • PLAN data entered and reports generated			x	PLAN Coordinators Grade supervisors Teachers K-6	TPL (Wed)
Staff K-2 participate in CMIT training project to enhance differentiation in Numeracy	• Teachers participate in project			x	AP Numeracy K-2 staff	ILNNP funded
Number groups (including *QuickSmart* group) in Years 3-6	• Grade based number groups have been established			x	AP Numeracy Stage 2&3 Coordinators	ILNNP funded
Continued support of existing programs and expanding to new program opportunities	• Programs embedded include Public Speaking, Debating, Tournament of Minds, Gillawarna, PSSA, Spelling Bee, Community Mentoring (for underachievers), • Aspire - Xplore UNSW for Years 5 and 6, Year 6 engagement activities, Involvement of community • The Song Room	x	x	x	Assistant Principals / Grade supervisors	Tutor $500 Program costs $600 Community mentoring $ 500 The Song Room $5000
Maintain in servicing of teaching staff in strategies and issues in G&T	• Teachers' knowledge further developed in models and strategies of G&T eg Blooms. Multiple intelligences, Critical Thinking, REAPS model			x	AP G&T	TPL funds as directed by Principal
	• Early intervention to monitor K-2 students and support their learning	x	x	x	Trained Kinder teachers PLAN	$500
Develop a school policy and mission statement for G&T	• School policy drafted and trialled	x	x	x	AP G&T	$500
Profiles of staff for newsletters and Community room	• Display of teacher profiles in Community room and newsletters	x	x	x	AP G&T, Community hub leader	
Resources purchased	• A range of resources K-6 purchased to support teaching and learning	x	x	x	AP G&T	$500
Tracking sheets monitor G&T students Years 3-6	• Tracking sheets record the range of extra activities available to students eg public speaking, debating, TOM, PSSA			x	Class teachers	

Expanded opportunities to engage gifted students	• Students participate in Future Problem Solving and Birds in Schools program			x	AP G&T and designated teachers in Year 5/6	TPL funds as directed by Principal
G&T students supported through a range of non-class based activities	• Students supported through Community Mentoring scheme and matched to appropriate mentors to facilitate enrichment and extension of talents and abilities			x	Community Hub Leader and AP G&T	
					Total	$23950

SCHOOL IDENTIFIED PRIORITY   *ABORIGINAL EDUCATION*

OUTCOME/S	TARGET/S
3a) Effective implementation of the Aboriginal Education and Training Policy 3b) Aboriginal students are supported by staff to become successful learners Aboriginal students are supported by a strong partnership between school, family and community to increase engagement in learning	3a) 100% completion of PLP's for indigenous students *3b) Implementation of school based scope/sequence of CAPA units based on an Aboriginal perspective.* *3c) Increased school indigenous community participation in student learning and activities*

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Teachers are trained in the effective writing of PLP for indigenous students	100 % completion of effective PLP's for indigenous students	X	X	X	Principal / Aboriginal Education Contact Officer / Staff	1 hour for each teacher/ 1 Day for Aboriginal contact officer
Develop scope and sequence of Aboriginal units based on CAPA Inservice staff on Aboriginal perspectives across all KLA'S. Review and enhance current CAPA units to reflect an Aboriginal perspective.	Implementation of school based scope and sequence in CAPA that reflects and Aboriginal perspective.			X	Principal / Aboriginal Education Contact Officer / Staff/DEC CAPA support staff	Aboriginal budget allocation RAM REL $2116
Staff are informed of the scope and sequence of Aboriginal units based on CAPA	Staff meetings to inform staff about scope and sequence of Aboriginal units and how to effective implement strategies in the classroom			X	Principal / Aboriginal Education Contact Officer / Staff	
					Total	$2116

SCHOOL IDENTIFIED PRIORITY *LEADERSHIP AND MANAGEMENT*

OUTCOME/S	a)Strengthen leadership and management capacity of school staff and executive b)Increase staff and executive capacity to meet the needs of a significantly culturally diverse and changing educational environment	TARGET/S	4a) Implementation of recommendations in Literacy from the Analytical Framework for School Improvement 4b) Review of the of the Arabic Community Language program K-6 4c) Continuation of programs implemented to support RAM equities allocation 4d) Implementation of new school administration changes (LMBR) 4e) Executive roles and responsibilities review (EARS) 4f) S and G&Tupport of at risk students through lower class size policy

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET
		2012	2013	2014		
Review through staff professional development days, school T&D and DEC training	All staff are aware of the recommendations and have demonstrated this understanding through programming and teaching analysis.			X	English Committee	
Evaluate the effectiveness and awareness of the program through teaching & learning assessment and Arabic community surveys and focus groups	Assessment tasks have been devise implemented and analysed. Surveys and Focus groups have been developed, held and assessed			X	Arabic Community language teacher Community Hub leader	
To implement the second phase of equities funding support through the LST and ESL teams. Through teacher application and increased ESL timetabling.	Increased SLSO support is provided to targeted classes through an application process and LST evaluation		X	X	Assistant Principal ESL LST	Equities allocation through the RAM SETE – see relevant priority areas.
To participate in all planned DEC training relating to the implementation of LMBR.	LMBR has been successfully implemented with all school administrative practices			X	Principal SAM Executive Whole Staff	Global

To review the EAR process and procedures to reflect the new DEC and Institute of Teachers guidelines.	The review has been carried out and a draft revised EARS process to be trialled in Semester Two			X	Principal Executive	Global
To support all student learning through the formation of an extra mainstream class	The formation of one above establishment class and the employment of CRT.			X	Principal Executive	Ram SETE $100 000
					Total	$100 000

SCHOOL IDENTIFIED PRIORITY *CURRICULUM AND ASSESSMENT – EARLY LEARNING*

OUTCOME/S	TARGET/S
1a) Increased levels of literacy and numeracy achievement for every student consistent with National, State and regional directions 5b) Clear alignment between the implementation of curriculum, professional learning and student learning needs 5c) Appropriate assessment and learning practices are embedded in all teaching and learning programs	5a) Reduce from 22% to 18% the number of students not achieving reading benchmark levels 21-24 in Year 2 for 2014 5b) That 80% of Early Stage One students reach benchmark level of Cluster 4 in Aspects of Writing 5c) 100% of k-2 teachers will implement Literacy and Numeracy Learning Plans in 2014 5d) That 90% of year 2 students who entered Kindergarten on emergent level in 2012 reach the Early Arithmetical Strategies benchmark of Counting on and Back in 2014 (see Numeracy)

STRATEGIES	INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/BUDGET
Improve writing standard of all students K-2 through professional learning and high expectations of staff.	Writing samples demonstrate improvement.			x	AP/ EL AP/Stage 1 Staff	2 days @$1000 TPL $2500 PLAN
Develop and implement a CHPS writing guideline of classroom expectations and practices in accordance with English Syllabus Content.	Writing Guideline developed and implemented.			x	AP/EL K-2	
Development of a hard copy tracking system from stage to stage of students' literacy, numeracy and learning to monitor achievements and progress. K-1, 1-2	Pack of writing samples collected and delivered to next stage			x	AP/EL K-2	Consumables $200
Purchase professional learning resources for writing.	Writing Reference books have been purchased			x	AP/EL K-2	Reference books $600
Conduct regular K-2 network meetings, to monitor writing and participate in CTJ of student's work.	K-2 network meetings held			x	AP/EL K-2	

Coordinate and manage Best Start assessment and PLAN practices, assessments, reporting periods, data entry and report printing.	Manage Best Start and PLAN assessment and data entry			x	AP/EL K-2	$500
Use Learning Plans in K-2 for literacy and numeracy derived from Best Start Reports	Best Start Learning Plans implemented and used for learning and assessing.			x	AP/EL K-2	
Use the 8 Aspects of Literacy from the literacy continuum K-2. Set as part of Literacy / Reading policy.	The 8 Aspects of Literacy is evident in programming and classroom teaching.			x	AP Early Learning	
Continue the learning and use of Focus on Reading Comprehension Strategies	FoR 6 Super strategies embedded K-2			x	AP/EL K-2	
Continued implementation of the Targeted Early Numeracy Program (TEN)	All students that require TEN K-2 receive instruction			x	AP/ES1 AP/STAGE 1 AP/Numeracy	ILLNP Funding
Purchase resources and support for Reading: SLSO support, laminating material / plastic clip lock bags / elastic bands / storage / whiteboards /markers / games /cardboard.	SLSO employed to organise and manage Guided Reading resources Resources purchased			x	AP/EL SLSO SAM	Reading Resources =$2500 SLSO 75hrs =$2250 Resources = $2000
Purchase site licences for PM e collection, Starfall More	Site licences purchased			x	AP/EL	PM e collection $2400 Starfall More $270 P&C
					Total:	$13 950

SCHOOL IDENTIFIED PRIORITY	*CURRICULUM AND ASSESSMENT – ENGLISH AS A SECOND LANGUAGE*

OUTCOME/S	TARGET/S
a) Clear alignment between the implementation of curriculum, professional learning and student learning needs b) Appropriate assessment and learning practices are embedded in all teaching and learning programs	5a) Increase the number of Phase 2 and Phase 3 ESL students with Individual Language Learning Plans from 7% to 19.5% 5b) To increase the percentage of Year 3 & 5 Phase 2 & 3 ESL students achieving above National Minimum Standard from an average of 67.3% to 70% in 2014 5c) Enhancement of teaching pedagogy in all teaching and learning programs by the embedding of English as an additional language or dialect strategies, especially providing scaffolding and support and development modified assessments and tasks

STRATEGIES	INDICATORS	2012	2013	2014	RESPONSIBILITY	FUNDING SOURCE/BUDGET
Continued professional learning for whole school on using Scales and Steps to program for and assess student outcomes	Staff meetings conducted on the use of Scales and Steps		X	X	AP ESL	
Professional dialogue on NAPLAN results. Students at risk identified through assessment strategies such as school based assessment, Best Start, NAPLAN, EAL/D progression.	Team collaborative planning sessions.		X	X	AP ESL & ESL teachers	
Development of programs and assessment tasks to support the teaching of language in context	Stage collaborative planning sessions			X	ESL and class teachers	0.6 additional ESL
Teacher collaborative analysis, selection and planning of Individual Language Learning Plans	ILLPs developed and implemented for targeted ESL students		X	X	ESl and class teachers	3 days $1 500
Purchase of resources to form class, stage and whole school kits	Development of context-based school language resource kits			X	AP ESL & ESL teachers	$1500
					Total	$3 000

	SCHOOL IDENTIFIED PRIORITY *CURRICULUM AND ASSESSMENT -*

OUTCOME/S	See relevant Curriculum and / or Management area of highlighted targets. a) Appropriate assessment and learning practices are embedded in all teaching and learning programs	TARGET/S	5a) Continued support to embed Focus on Reading in Year 2 – 6; teaching pedagogy in teaching and learning programs K-6 5b) Increase in number of students with Individual Language Learning Plans from 15% to 20% K-6 5c) Continuation of embedding Best Start and Early Learning Framework in assessment and teaching and learning programs of all classes K to 2. 5d) Introduction of multi-phase teacher professional development in numeracy 3-6 5e) Targeted students continue to receive support through their involvement in Targeting Early Numeracy 5f) All teachers will complete online assessment and welfare tracking software inclusive of National Curriculum expectations by end of 2014 5g) Development of teaching program guidelines that include National Curriculum content and outcomes for English 5h) To professionally develop all teaching staff in preparation for the implementation of the National Science Curriculum in 2014 5i) To professionally develop all teaching staff in preparation for the implementation of the NSW Mathematics Curriculum in 2015

Budget 2014

Budget funding allocation source:

Resource Allocation Method (SETE) - DEC

Resource Allocation Method (REL) - DEC

National Partnership Low SES Residual - Federal

Improving Literacy & Numeracy National Partnership - Federal

Teacher Professional Learning - DEC

School Global Grant - DEC

Total Teaching and learning Budget: $745 029

Please Note:

The budget allocations for Teaching & Learning programs are correct at time of printing. The budget allocations may change during 2014