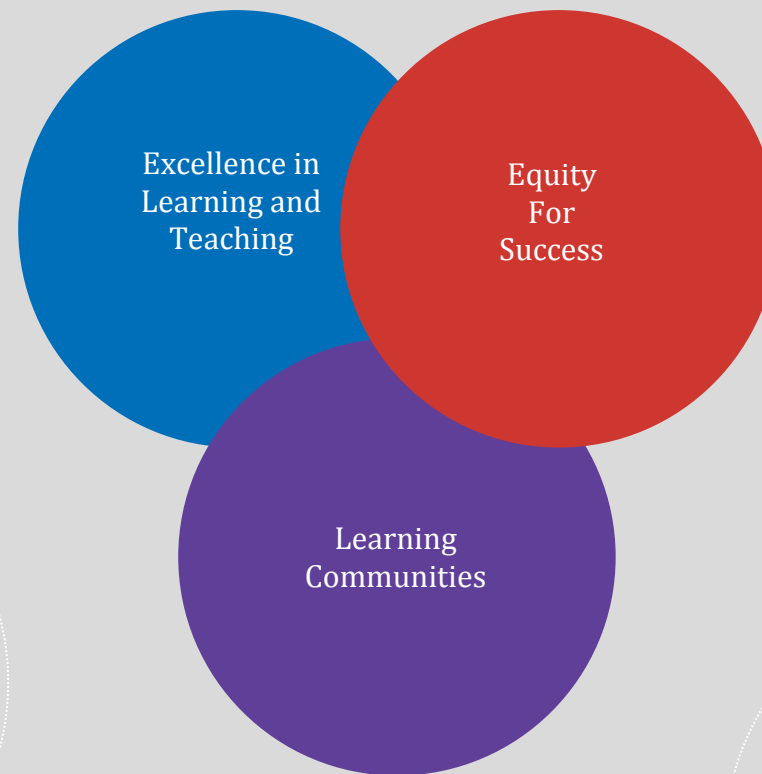


School plan 2015 – 2017

Chester Hill Public School 3698



School background 2015 - 2017



School vision statement

At Chester Hill P.S. we foster a stimulating, positive and caring environment which is committed to the welfare of each individual student and to the encouragement of excellence and the achievement of individual potential.

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 strategy 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. 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 LAS, Reading Recovery, EAL/D, 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.

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 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 District Public Speaking Competition. To support and enhance community participation and our focus of lifelong learning, a Community Hub leader works closely with parents to support increased involvement and learning.

School planning process

In 2014, the staff reviewed school data utilising external and internal data. The school community opinions were sought throughout this process including the formal processes at Parents and Citizens meetings and more informally through our Community Hub.

Students were surveyed on teaching and learning in Numeracy, Literacy and ICT, findings were included in the plan.

The 2012 -2014 plan was reviewed with perceived strengths and areas of need during those years identified. Focus was then placed on the next three years for the school, the community and the school's network.

Staff met during Professional learning sessions in 2014 and 2015 to determine the school vision and then to identify the three strategic areas. These areas were then worked upon by the planning groups to document the key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products.

With the release of the Schools Excellence Framework at the end of 2014 the staff and the community were asked to develop and integrate into the planning process the identified goals of the Excellence Framework. Several workshops were held as an adjunct to P&C meetings to facilitate parent and community input. Staff used the framework to identify and place the school on the excellence continuum across all five learning elements



This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
make explicit links to the dimension of the school excellence framework.



Purpose:

To improve students' outcomes and importantly narrow the achievement gap to stage appropriate levels

Purpose:

The wellbeing of the whole student is dynamic and integral to the students learning outcomes. The quality of the students' life affects the potential for the student to flourish

Purpose:

Building school-wide and inter-school relationships to engage the whole school community

Strategic Direction 1: Excellence in Learning and Teaching

Purpose

To improve students' outcomes and importantly narrow the achievement gap to stage appropriate levels

Improvement Measures

- ❖ Implementation of policies
- ❖ All classrooms are engaged in learning
- ❖ Attendance in professional learning on how students learn
- ❖ Increased student attendance
- ❖ Parental involvement in workshops related to learning
- ❖ Teachers have evidence that their PDP goals have been met
- ❖ Cooperative Learning Science Syllabus K-6
- ❖ PLAN: increased 10 % in Reading / comprehension / writing / CS/ EAS / PV
- ❖ Walk throughs / lesson studies
- ❖ Teaching and learning programs
- ❖ 100% of teaching and learning programs are developed from data and evidence

Projects

Excellence in learning

To develop a culture of curiosity and a community committed to learning

Excellence in teaching

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

Data and evidence

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to inform future school, stage, grade and class learning.

People

Students:

- Problem solvers and creative learners
- Students receive systematic direct instruction and explicit teaching
- Receive high quality assessment tasks designed to measure growth and achievement

Staff:

- Knowledge of how students learn
- Design, develop and implement responsive teaching programs related to the teaching standards
- Professional learning in the design of assessment tasks that measure growth and overall achievement using the 'Quality Teaching Assessment Guide' to reflect on the tasks design

Parents:

- Engage parents in how to best support their child
- Understand and support school procedures and policies for acknowledging and communicating student achievement

Community Partners:

- External experts to support learning

Leaders:

- Demonstrate knowledge and understanding of how staff and students learn
- Leaders are supported through PL and mentoring
- Leaders are supported in gathering and analysing appropriate data to drive future strategic directions

Products and Practices

Product

- Policies and practices in place
- Engaging learning environment
- Quality Teaching practices K - 6 are implemented such as L3, TEN, Comprehension programs (Focus on Reading) and feedback strategies
- Increase student outcomes through research based intervention programs such as Reading Recovery, LLI, MiniLit MultiLit, MacqLit and QuickSmart and EAfS
- Data and evidence systematically collected and used to drive programs

Practices

- A culture of curiosity and a community committed to learning
- Differentiated learning environments that are child centred and data driven
- Rigorous Performance Development Framework for teachers The most effective teaching methods are identified, understood and implemented
- Teaching and learning programs driven by data and evidence

Strategic Direction 2: Equity for Success

Purpose

The wellbeing of the whole student is dynamic and integral to the students learning outcomes. The quality of the students' life affects the potential for the student to flourish

Improvement Measures

- ❖ A 10% reduction in behaviour referrals and detentions
- ❖ Increased student attendance to at state average
- ❖ Increase in student achievements through the school awards program
- ❖ A 10% reduction in the number of students who require Tier 2 and 3 intervention
- ❖ Improved value added NAPLAN results
- ❖ All ALPs are comprehensive and target identified individual student learning needs

Projects

Well Being

For all students to experience the feeling of good and positive emotions

Intervention and Support

For all students to be able to access their full potential, achieve academic success and function well

People

Students:

- Build positive and respectful relationships through developing resilience and strong welfare programs
- Students receive differentiated learning experiences and tiered support

Staff:

- Ability to nurture supportive and respectful relationships with students, allowing them to reach their full potential
- Identification of individual student learning needs and the required intervention

Parents:

- Actively participate in helping students to develop positive connections

Community Partners:

- Partnerships are built with organisations to support and develop students

Leaders:

- Enable and foster an environment for positive and inclusive relationships to develop between staff, students and community

Products and Practices

Product

- Bounce Back program implemented
- Strong Welfare process in place
- Student attendance Policy
- LST processes in place to ensure student focussed support
- Adjusted learning plans developed
- Students are succeeding in their learning

Practices

- Explicit teaching of resilience strategies and skills
- Strong welfare processes embedded
- Utilizing the LST processes effectively to ensure students have access to their full potential

Strategic Direction 3: Learning Communities

Purpose

Building school-wide and inter-school relationships to engage the whole school community and improve parent expertise and involvement in whole school strategic planning.

Improvement Measures

- ❖ 10% Increased parent participation in school events and school-home partnerships.
- ❖ Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.
- ❖ Increased ability of the whole school community to drive whole school strategic directions

Projects

Parents, Partners in learning

To foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

Teachers learning together

To develop explicit systems for collaboration and feedback to sustain quality teaching practice.

People

Students:

- Engage students and families in partnered learning and school and community events

Staff:

- Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and regular two-way communication and consultation.

Parents:

- Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.

Community Partners:

- Strengthen learning alliances within and beyond our school to support school programs

Leaders:

- Current and aspiring school leaders will be given opportunities to manage and lead key community projects at school and across the Chester Hill Community of Schools to develop their educational management and leadership capabilities.

Products and Practices

Product

- Greater parent participation
- A better understanding of whole school strategic planning
- Community of Schools
- Well organised and cooperative teams
- Lesson study program embedded K to 6

Practices

- Culture of openness and engagement with school environment and child's learning
- Education is valued by all the community
- Explicit systems implemented for the community for collaboration and to gather feedback to drive strategic directions