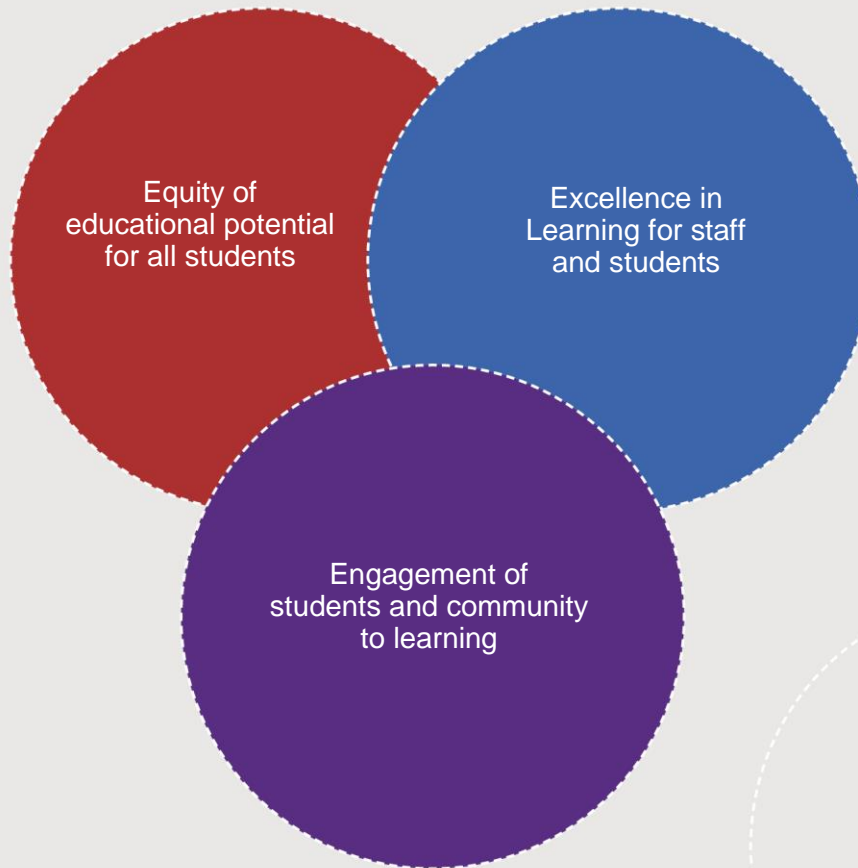


School plan 2015 – 2017



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 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. 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 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

School strategic directions 2015 - 2017

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.



STRATEGIC DIRECTION 1

Excellence in Learning
for staff and students

A high performing school fostering innovative teaching and learning practices in an environment that promotes engagement and attainment.

Exploring data sets to inform whole school improvement in teaching and learning with a focus on literacy and numeracy and assessment

STRATEGIC DIRECTION 2

Equity of educational
potential for all students

Quality systems processes and practices to create an inclusive learning environment which aims to continually focus on school improvement and meets the needs of all stakeholders

STRATEGIC DIRECTION 3

Engagement of students
and community to learning

Creation of consistent high quality collaborative partnerships that promote holistic student achievement and wellbeing.

Every student is an active and engaged learner. Every teacher will be collaborative and committed to ensure student success by modelling a lifelong learning ethos

Strategic direction 1: Excellence in Learning for Staff and Students

PURPOSE

To produce literate and numerate students for the 21st century and quality leaders and teachers

To equip all students with the skills knowledge and expertise to be successful 21st century learners. To establish inspiring and creative classrooms, where students become self-directed learners.

To develop high quality leaders, teacher leaders and teachers who take responsibility for ongoing learning, professional growth, career development and use evidenced based practices

IMPROVEMENT MEASURE/S

- 100% of staff are delivering and evaluating lessons and programs that send powerful messages that learning is relevant to the real world interests, needs and challenges of students.
- 100% of K-6 staff are using PLAN, school and external data to drive teaching.
- 100% of students surveyed in Years 1 – 6 about growth and attainment.

PEOPLE

Students: Students will be successful literate and numerate learners, leaders and active global citizens with the skills required for the 21st century

Staff: Staff will promote a culture of learning through quality teaching and learning to produce active global citizens

Parents: Parents are informed about pedagogical change and are partners in developing students' abilities in becoming global citizens.

Community partners: Build common language and support structures through professional networks.

Leaders: Leaders will be future focussed, active, fearless and collaborative facilitators through creating an engaged and collegial community of 21st century learners.

PROCESSES

How do we do it and how will we know?

Staff: will adhere to all available curriculum and syllabus documents. Staff will be equipped through teacher professional learning in L3 Kindergarten and TEN; in class support through LAS intervention and EAfS interventionist teachers and by developing a process and program of demonstration lessons, observation, feedback analysis and resources.

Provide structures through the Community of Schools that allow teachers to regularly collaborate, observe professional practice (in school and externally) and align plans for professional learning.

Consistent and ongoing use of all available internal, PLAN and NAPLAN results to establish areas of need and to develop appropriate teaching and learning programs.

Leaders: Develop a culture of school wide, collective responsibility for learning. Provide support and mentoring for early career teachers and career teachers through observations and feedback.

Evaluation plan: School baseline data collected through identified school portfolio areas, learning and teaching discussions, lesson study, cycles of inquiry, classroom observations, rolling learning support team meetings and a range of assessment practices.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product

Improved school performance in Literacy and Numeracy, evidenced through NAPLAN results and PLAN data

Individualised learning programs in place for all identified students.

100% of staff have exceptional innovative quality teaching practices which encompass the teaching and learning cycle

80% of staff to achieve their professional goals identified through the Performance and Development Framework for Principals, Executives and Teachers In NSW Public Schools.

Practices

Staff teaching and learning programs reflect quality teaching practices in class

Staff members will continue to develop their skills in evaluating current programs and practices and updating school-based data. Data will be used to drive teaching. School leaders ensure all staff members use the Australian Professional Teaching Standards for reflection and goal setting.

School leaders provide leadership and career opportunities for all staff members through distributed leadership, instructional leadership and mentoring.

Strategic direction 2: Equity of Educational Potential for all Students

PURPOSE

Why do we need this particular strategic direction and why is it important?

Provide a high quality teaching and learning culture catering for all individuals to become successful, confident and creative.

IMPROVEMENT MEASURE/S

75% of students achieve at or above the grade minimum standards in literacy and numeracy, reflective in school based data.

Differentiated learning is evident across all Key Learning Areas

75% of Kindergarten students exiting at or above level 9 in reading.

75% of Year 1 students exiting at or above level 18 in reading.

75% of Year 2 students exiting at or above level 22 in reading.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Students are actively engaged in 21st century learning.

Staff:

Teachers differentiate curriculum to meet the diverse needs of all students.

Teachers personalise the learning for every student through tiered interventions and personalised learning plans

Parents/Carers:

Parents/Caregivers involved in planning to support students in learning.

Community Partners:

External agencies engaged to access resources for the purpose of enriching and improving student outcomes.

Leaders:

Schools leaders have expert knowledge and understanding of student learning, development and behaviour.

PROCESSES

How do we do it and how will we know?

Successfully develop and implement teacher expertise of differentiated learning through teacher professional learning and feedback strategies through Early Action for Success (2015-1016) and employment of AP Teaching and Learning (3-6)

Engage and implement L3 Kindergarten, L3 Stage 1 and Targeted Early Numeracy (TEN).

Provide challenging and stimulating learning environments.

Facilitate TELL training for all teachers who have not been trained

Evaluation Plan

All staff to have demonstrated differentiated learning across all Key learning Areas

K-2 reading and writing levels collected and analysed.

TELL strategies are utilized to support the learning needs of all EAL/D students

Walk throughs, lesson observations and surveys.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product

Continual application of learning to improve the delivery of a differentiated quality curriculum and learner well-being.

An empowered professional community that provides the opportunities for all students to reach their educational potential.

75% of K-2 students will meet expected clusters for reading texts, writing and comprehension and 75% of K-2 students will meet expected early arithmetic strategies

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

Professional learning that is evident in all aspects of teaching and learning in the school.

Ongoing action research and analytical review of student potential and achievement embedded within the school 's planning processes

Strategic direction 3: Engagement of Students and Community in Learning

PURPOSE

Why do we need this particular strategic direction and why is it important?

To build collaborative and inclusive communities that enhances relationships and learning.

To provide a school culture and environment that stimulates and fosters active and engaged teaching and learning.

IMPROVEMENT MEASURE/S

100% of the staff professional learning will be applied to maintaining and developing a climate of continuous engaged learning.

50% growth in parent participation & access to external providers.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students:

Foster a climate of continuous learning within the wider school community.

Develop an appreciation of quality learning practices

Staff

Build collaborative relationships between parents and staff to support and enhance the whole child.

Develop the skills necessary to deliver high quality engaging teaching practices.

Parents

Participate in a variety of levels of governance, collaborative discussions and support meetings with the school on engagement and learning.

Through explicit and meaningful communication develop a culture where education is highly valued by all the community.

Community partners

Utilise our Community Hub to facilitate whole school community engagement to learning.

Leaders

Enhance capabilities and develop leadership skills of whole school community.

PROCESSES

How do we do it and how will we know?

Students:

Through the provision of quality teaching programs and engaging teaching activities.

Utilising technology to support diverse learning needs

Enabling students to facilitate their own learning through differentiated student centred learning activities

Stimulating and relevant resources to support learning engagement

Staff

Consistently engage in the cycle of reflecting, planning, implementing & evaluating

Evaluate and plan personal learning goals that support quality teaching and learning

Drawing upon expertise within the school community to support learning participation and engagement

Develop open and transparent communication processes between the classroom and home

Leaders

Facilitate a culture that celebrates and supports whole school learning

Enable all school community stakeholders to be able to engage in learning that facilitates a climate of continual improvement

Evaluation Plan

Assessment, data collection and reflection, survey of students, staff and community and analysis of professional and community dialogue

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product

A strong collaborative approach to professional learning and learning engagement within a dynamic school.

A supportive, collaborative school environment that fosters partnerships between parents, the wider community and the school.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

Professional learning being applied with all learners to foster a climate of engaged continuous learning.

Support programs and opportunities to the community through SLSO, staff, peer mentors (high school students) and Community Hub Leader Access external providers, internal programs and classrooms. E.g. community language, NAP, EALD, RFF and LAST and CoS.

Increasing use of the in school based Community Hub program

Engage parents in school activities and access support through improved communication processes