

Chester Hill Public School



School Plan

2012 - 2014

SCHOOL CONTEXT

Learning at Chester Hill Public School is provided through innovative and enriched learning activities delivered by either multi-age or year class settings. This enables ongoing support and development of social, leadership and mentoring skills. The multi-age model provides for flexible delivery of curriculum, allowing students to progress through stage outcomes at a rate appropriate to their needs and abilities. Kindergarten to year four is placed in year classes which enables explicit teaching along our early learning continuum, giving all K-4 students the "Best Start". 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.

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 competitions as well as (PSSA) 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, 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 in English Language acquisition, Computer proficiency, Positive Parenting and First Aid are offered. To support the transition from home to kindergarten we have a School Readiness playgroup operating within the school.

All of the above is only a snapshot of the opportunities that both students and parents can 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: 2012 - 2014

INTENDED OUTCOME/S: By 2014

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

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) Increase **from 56% to 61%** the number of year 5 students who achieve an improvement rate of 80 points or more in **reading**
- b) Increase **from** an average of **92%** to an average of **95%** the number of year 3 and 5 students achieving at or above minimum standard in **reading**
- c) Increase **from** an average of **25%** to an average of **30%** 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-2
- e) Maintain the number of Phase 2 and Phase 3 students who are achieving at or above the minimum standard in Reading at or above 95% in 2013
- f) Increase **from 77% to 82%** the number of year 5 students achieving an improvement rate of 80 points or more in **numeracy**
- g) Maintain an average of between **95%** and **99%** the number of year 3 and 5 students achieving at or above minimum standard in **numeracy**
- h) Increase **from** an average of **30%** to an average of **35%** for year 3 and 5 students attaining a proficiency standard in **numeracy**

2014

- a) Increase **from 61% to 66%** the number of year 5 students who achieve an improvement rate of 80 points or more in **reading**
- b) Maintain an average of between **95%** and **99%** the number of year 3 and 5 students achieving at or above minimum standard in **reading**
- c) Increase **from** an average of **30%** to an average of **35%** 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-3
- e) Maintain the number of Phase 2 and Phase 3 students who are achieving at or above the minimum standard in Reading at or above 95% in 2014
- f) Increase **from 77% to 82%** the number of year 5 students achieving an improvement rate of 80 points or more in **numeracy**
- g) Maintain an average of between **95%** and **99%** the number of year 3 and 5 students achieving at or above minimum standard in **numeracy**
- h) Increase **from** an average of **35%** to an average of **40%** for year 3 and 5 students attaining a proficiency standard in **numeracy**

2. 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) Implementation of reviewed School Discipline policy
- b) Implementation of new student rewards policy
- c) Implementation of Learning Support Team policy / review of STLA / SLSO programs
- d) Increase to 30% the number of families in the school community participating in student learning and school governance
- e) Continuation of Implementing the integration of technology in teaching and learning to fully engage and motivate student learning
- f) Professionally develop staff in early identification of G&T students K-2

2014

- a) Review of Student Welfare policy K-6
- b) Review of whole school communication procedures and policies
- c) Implementation of review of STLA / SLSO programs
- d) Increase to 35% the number of families in the school community participating in student learning and school governance
- e) Continuation of Implementing the integration of technology in teaching and learning to fully engage and motivate student learning
- f) Professionally develop staff in early identification of G&T students K-6

3. 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 scope/sequence of aboriginal policy units
- b) School based development of a scope and sequence framework of aboriginal policy units
- c) Implementation of indigenous community of schools network

2014

- a) 100% completion of PLP's for indigenous students
- b) Implementation of school based scope/sequence of aboriginal policy units
- c) Expansion of indigenous community of schools network to include prior to school services

4. Leadership and Management

2012

- a) Completion 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
- a) Review of the initial year of the Vietnamese Community Language program K-6
- b) Review and implement class structure changes for stage 3
- c) Development of programs to support PSP funding
- d) Implementation of new school organisational changes

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) Review and implement class structure changes for stage for Support teacher programs K-6
- d) Continuation of programs implemented to support PSP funding
- e) Implementation of new school administration changes

5. Curriculum and Assessment

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 from 3% to 100% the number of permanent classroom and specialist staff completing Phase 3 (final phase) of Focus on Reading
- b) Continued support to embed of Focus on Reading in Year 2 teaching pedagogy
- c) Increase in number of students with Individual Language Learning Plans from 10% to 15% K-6
- d) Continuation of embedding Best Start and Early Learning Framework t in assessment and teaching and learning programs of all classes K to 2.
- e) Embedding of Count Me In Too strategies in K-4 teaching pedagogy and programs
- f) Targeted students continue to receive support through their involvement in Targeting Early Numeracy
- g) Continued embedding of TELL, QTF and G&T in all teaching and Learning programs
- h) Revisit and review the strategies in Consistent Teacher Judgement in relation to A-E reporting
- i) All teachers will complete online student assessment and welfare tracking information for by end 2013
- j) Implementation of new school student reporting policy and revised student reports incorporating National Curriculum content information

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) Implementation of the National Curriculum into teaching and learning programs
- g) Revisit and review the strategies in Consistent Teacher Judgement in relation to A-E reporting and the National Curriculum
- h) All teachers will complete online assessment and welfare tracking software inclusive of National Curriculum expectations by end of 2014
- i) Development of teaching program guidelines that include National Curriculum content and outcomes

PRINCIPAL'S SIGNATURE

SED 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
SWC	Student Welfare Committee
CEO	Community Engagement Officer
P&C	Parents and Citizen Association
MMM	Multi Media Mentor
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
TLSI	Team Leadership School Improvement

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
TPL	Teacher professional Learning
SDD	Staff Development Day

Colour Coding Legend:

Black: denotes school targets, planning and budgeting that are not funded through National Partnership.

Red: denotes school targets, planning and budgeting that support and are funded through the National Partnership initiative 2012

Green: denotes budgets funded using 2011 National Partnership residual funding

Blue: denotes funds transferred from the schools global account to National Partnership 2012 funds as per audit requirements

SCHOOL IDENTIFIED PRIORITY: Literacy								
OUTCOME/S: 2012-2014	1a) Increased levels of literacy achievement for every student consistent with National, State and regional directions 1b) Strengthen literacy through the effective use of the full range of diagnostic assessments and professional learning 1c) Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy at key transition point	TARGET/S:2012	1a) Increase from 51% to 56% the number of year 5 students achieving an improvement rate of 80 points or more in reading 1b) Increase from an average of 87% to an average of 95% the number of year 3 and 5 students achieving at or above minimum standard in reading 1c) 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 5a) Increase from 3% to 100% of permanent classroom and specialist staff completing Phases 1 and 2 of Focus on Reading 5b) Extension of Focus on Reading support to incorporate Year 2 teachers					
	STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform
			2012	2013	2014			
Continued employment of AP Teaching and Learning			→			Principal	1	Centrally Funded (\$123,956)
On-going classroom support for all Stage 2 and Stage 3 teachers from A.P T and L and extended to Year 2 teachers	Decrease in number of students in Years 2 to 6 reading at/below level 20.		→			A.P. T & L	3,4	
Phase 1 and Phase 2 Focus on Reading training-delivered by regional facilitator.	Teachers receiving accreditation for completing Phases 1, and 2 of Focus on Reading training.		→			Facilitator	6	13 sessions of FoR @ \$3,750=\$48,750 Casual relief
'Catch up' training sessions provided by school trainer for absent/ new staff/ staff returning from leave.			→			A.P. T & L	3,4	
Completion of Focus on Reading between session tasks.			→			All staff	3,4	
Stage collaborative planning sessions to embed Focus on Reading pedagogy.		By the end of 2012 evidence of Class Learning Plans for comprehension, vocabulary and reading to meet the needs of all students.		→			Executive	5
Regular staff professional learning sessions on: use of school wiki/ continuum markers/ guided reading strategies.			→			A.P. T & L	3	

Purchase of resources to support the explicit teaching of comprehension, vocabulary and reading. These to include the installation of "Teaching Walls" in selected classrooms	Resources purchased	→			A.P. T & L	4	Resources \$23357 \$5000 Teaching Walls \$22000 \$2000
Purchase of teacher reference texts to support planning, programming and assessment		→				4	
Storage for Literacy resources	Resources stored, well organised and easily accessible	→			A.P. T & L	4	\$10 000
Provision of additional SLSO funding to support the implementation of FoR in classrooms	SLSO employed	→			D.P / SAM / A.P. T&L	3	\$3000 \$1500
Formulation of Literacy Committee with representatives from all stages, exec and specialist to formulate Whole School Reading Policy	K to 6 Reading Policy developed	→			Executive / Principal	3	8 days x \$375 \$3000
Review of Home Reading viability and resources	Home Reading review completed and resources assessed	→			A.P. T & L	3	English resource budget: \$2500(Global)
Employ speech pathologist one day per week to develop teachers in language based learning and provide parent workshops	Teachers and Parents have received language based learning professional development	→			Principal	6	\$25 000

SCHOOL IDENTIFIED PRIORITY: Numeracy							
OUTCOME/S:2012-2014	1a) Increased 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 early intervention for students experiencing difficulty in numeracy at key transition points	TARGET/S:2012	<p>1f) Increase from 72% to 77% the number of year 5 students achieving an improvement rate of 80 points or more in numeracy</p> <p>1g) Increase from an average of 87% to an average of 95% the number of year 3 and 5 students achieving at or above minimum standard in numeracy</p> <p>1h) Increase from an average of 18% to an average of 25% the number of year 3 and 5 students attaining a proficiency standard in numeracy</p> <p>5e) Review and re establishment of Count Me In Too K-4</p> <p>5f) Targeted students receive support through their involvement in Targeting Early Numeracy</p>				
	STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY
Professional development of teachers in the use of data including SMART, Best Start, SENA, TEN and school based assessment through staff and stage meetings.	<p>Staff meetings conducted on the use of assessment data</p> <p>Stages through meetings embed the use of assessment data in the teaching and learning cycle.</p>	2012	2013	2014	Principal / D.P.	2,4, 5	Mathematics resource budget \$2500 (global)
<p>Identify and support students at risk through:</p> <ul style="list-style-type: none"> ○ remedial withdrawal groups ○ continued implementation of TEN ○ development of basic number drill kits ○ CMIT home borrowing system ○ implementation of Quality Teaching Framework through demonstration lessons and team teaching 	<p>At risk students identified</p> <p>Remedial groups conducted</p> <p>All students that require TEN K-3 receive instruction.</p> <p>Development of basic number drill kits</p> <p>Drill and home borrowing kits implemented</p> <p>Demonstration lessons and team teaching implemented by stage coordinators and experts</p>				<p>Stage Coordinators</p> <p>STLA</p> <p>TEN Coordinator</p> <p>Maths Coordinator</p> <p>Maths Coordinator</p> <p>Stage Coordinators</p>	2,3,5	\$1000

Embed Newman's Error Analysis into all classrooms as a problem solving tool through collaborative planning and evidence in programs	Stage collaborative planning sessions All programs have evidence of the Newman's Error Analysis framework.	→			Stage Coordinators Stage Coordinators	4	\$7000 (2 x ½ planning days)
New staff will be trained in Newman's Error Analysis	New staff trained in Newman's Error Analysis	→			Maths Coordinator	4	TPL 4750
Provision of additional SLSO funding to support the implementation of quality classroom practice in classrooms	SLSO employed	→			D.P / SAM / Maths Coordinator	3	\$3000 \$1500
Quality classroom practises incorporating working mathematically through the implementation of CMIT & the QTF : - demonstration lessons - team teaching - collaborative planning - professional development - professional reading - programming evidence - resources	Teachers have participated in demonstration lessons, team teaching and collaborative planning Teachers' professional development needs are met All programs have evidence of working mathematically, CMIT and the QTF. Resource audit conducted Resources purchased	→			Maths Coordinator Maths Coordinator Stage Coordinators Maths Coordinator Stage Coordinators	2,4	\$7500 (2 x ½ planning days) \$7500(1 day per teacher) \$5000 \$3000

SCHOOL IDENTIFIED PRIORITY: Student Engagement and Attainment – School Culture

OUTCOME/S: 2012-2014	2a) Students experience challenging, flexible, personalised and safe learning environment	TARGET/S:2012	2a) Completion of School discipline review and discipline policy development
	2b) Enhanced wellbeing of all students		2b) Review of student rewards policy
	2c) A school environment that enables students to experience success and receive recognition for their attainments		2c) Completion of Learning Support Team policy and referral process

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Trial draft School discipline policy	Draft school discipline policy trailed	→			Staff	4	\$2000
Review draft school discipline policy and amend where necessary through staff and stage meetings	School discipline policy completed	→			DP/ SWC	4	
Implementation and review school discipline policy	School community aware of the implementation of New school policy	→	→		Staff	4	
Review student rewards policy through collection of data from school students, staff and community	School community participates in review of student rewards policy	→			DP/ SWC	3	
To develop a draft school rewards policy	Draft school rewards policy developed	→			DP/ SWS	4	
To implement new Learning Support Team policy and referral process	All staff use Learning Support Policy	→			Staff	5	

SCHOOL IDENTIFIED PRIORITY: Student Engagement and Attainment – Community Engagement									
OUTCOME/S: 2012-2014	2d) School community to be fully involved in supporting learning and school governance	TARGET/S:2012	2d) Increase from 5% to 25% the number of families in school community participating in student learning and school governance						
			3c) Implementation of indigenous playgroup						
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
				2012	2013	2014			
Continue employment of CEO for 4 days per week		Increased community engagement		→	→		Principal	6	Centrally Funded (\$54,587)
Continue implementation of parent workshops to provide parents with educational and supportive sessions. Run workshops in community languages to cater for NESB parents.		Parents are empowered and skilled to support their child's learning through access of varying learning opportunities and support school governance (P&C)		→			CEO Principal	6	\$600(catering) \$400(resources)
Trial of SMS communication between home and school, to keep parents informed and updated		Increase in parent participation at school events and home/school communication.		→			CEO SAM	6	\$1000
Production of promotional items such as school handbook, flyers, leaflets, community newsletter		Completion of promotional items		→			CEO Communication com	6	\$2500 \$2000
Implementation of parent workshops on classroom/stage content in cooperation with teachers. Run volunteer recruitment sessions at beginning of each term.		Increase in parent /volunteer participation in majority of classrooms. Enhanced parent understanding of classroom learning		→			CEO STAFF	6	
Continuation of school readiness program and transition to school network to provide smooth transition to primary school		Continuation of school readiness program and transition to school network to provide smooth transition to primary school		→			CEO AP KINDER	6	\$12000
Establishment of Indigenous Supported Playgroup		Continuation of school readiness program and transition to school network to provide smooth transition to primary school		→			CEO Principal	6	

Provision of educational programs for parents/carers including English conversation program, computer skills program, health course	Improved skills and knowledge of English, computer use and health safety amongst parents/carers	→			CEO	6,4	\$400(childcare) \$700 (fee subsidy)
Continuation of community mentoring program for year 6 students to provide support and guidance for primary to high school transition	Year 6 students engaged in transition program to ensure smooth transition to high school	→			CEO AP SENIOR	6,4	\$1500
Provide parents/carers with social activities and outings	Strengthened relationships amongst parents of NESB and mainstream parent groups	→			CEO	6	\$200
Implement activities and events that promote harmony and provide social benefits for the school community such as; Coffee Club, Grandparents Day, Harmony Day, school fete, LABS Day	Quality of school culture is improved		→		CEO P&C STAFF	6	\$1000

SCHOOL IDENTIFIED PRIORITY: Student Engagement and Attainment - Technology

OUTCOME/S: 2012-2014	2a) Students experience challenging, flexible, personalised and safe learning environment	TARGET/S:2012	2e) Implement the integration of technology in teaching and learning to fully engage and motivate student learning
	2c) A school environment that enables students to experience success and receive recognition for their attainments		5i) All teachers to be using online tracking software by end semester two 2012

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
HARDWARE Establish class set of notebooks with wifi access to enable and increase whole class access to, and usage of, ICT	purchase 15x notebooks	→	→		Technology Coordinator	4	15x 500=7500
	2x wireless access points	→	→			4	2x350=700
	1x trolley per year x2	→	→			4	1x2100=2100
Upgrade all PCs attached to IWBs to allow for greater ICT demand on hardware	purchase 10 extra PCs each year plus T4L allocation	→	→			4	PCs intermediate 10x815=8150
Install at least one additional PC in each classroom to allow for individual /small group student use		→				4	
Review and upgrade school video equipment and accessories to allow development of filmmaking and expansion of teacher PD	purchase video equip. and accessories	→			Technology Coordinator	4	1500
Ongoing network upgrades to ensure that the school network keeps pace with increased demand and usage	purchase switches	→			Technology Coordinator	4	2000
SOFTWARE							
Extend student use of portal to all students K-6 to facilitate teacher /student communication and assist teacher assessment and reporting	training of staff in portal use	→			Technology Coordinator	4	
	training of senior students as ICT mentors to help k-2 classes with portal and email use.	→				3,4	
Purchase of online tracking and reporting and stage appropriate software and DVDs across KLAs to assist student engagement and assessment.	Purchase of relevant teaching and assessment software and DVD's	→				4,5	1000

ongoing printer support and supplies replace and repair older printers		→					2000
TEACHING AND LEARNING							
liaise with MMM to facilitate access and use of ICT	hold weekly liaison meetings and ensure ICT resources meet MMM needs	→			MMM / ICT committee	3,4	
Review use of computer room to maximise efficient usage	survey staff /arrange visit to other schools	→					
Review ICT scope and sequence	develop draft policy and scope and sequence	→			TC / MMM	5	
Form ICT committee to enhance decision making and develop communication with staff		→			TC / MMM	3	
Increase student and staff use of portal, email and web2 tools to reflect increasing move to online communication and record keeping.	Increase use of email to communicate with staff. Students use web 2.0 tools in learning	→			MMM	1	
Continued employment of Multimedia Mentor for one day per week	Multimedia Mentor employed	→			Principal	1	Centrally Funded (0.2 = \$21,542)
Collaborative planning days for Multimedia Mentor and teachers K to 6	Teachers up skilled and integrating technology in classrooms	→			MMM	4	3 days per term \$4 500
Information technology available to all students through computers and other technology being available within the computer laboratory and in classrooms	Equipment is purchased, stored and available to all. Fully functional computer laboratory.	→			MMM	3	
Information technology integrated into student learning	Evidence of teacher use in class programs. Evidence of technology use in student work.	→			MMM/staff	4	
Ongoing staff development of best use and practices of technology in order to enhance student learning	Staff meetings and team teaching with MMM	→			MMM	1,4	
Students and staff make use of connected classroom (video conferencing, interactive whiteboard, software)	Increased number of classes use connected classroom. Increase teachers attending training via VC	→			MMM/staff	3.4	
Parents and school community are kept informed about the school through the use of technology	School website kept up to date. The use of twitter to communicate up to date information to parents investigated and trailed	→			MMM/Comm Committee	6	

SCHOOL IDENTIFIED PRIORITY: Student Engagement and Attainment - GIFTED AND TALENTED

OUTCOME/S: 2012-2014 2a) Students experience challenging, flexible, personalised and safe learning environment 2c) A school environment that enables students to experience success and receive recognition for their attainment 5a) Implementation of a broad, inclusive and relevant curricular	TARGET/S: 2012 2f) Develop a school culture that acknowledges and accommodates the needs of G&T students 5g) Enhancement of teaching pedagogy by the embedding of TELL , QTF and G&T in all teaching and Learning programs
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Expectation for all staff to understand how to differentiate their teaching and learning programs to cater for G&T students	Staff meeting to guide teachers towards effective differentiation models	→			AP G&T	4	\$3750-teacher release, entry fees for competitions, training/in-service days, materials, excursions to uni and HS
Embed existing classroom and whole school literacy and numeracy strategies with a G&T focus	Teaching and Learning programs will show differentiated curriculum in literacy and numeracy		→		Exec / Staff	3,4	
Continue to support existing school programs that provide opportunities to G&T students 3-6	Targeted Technology group, TOM, Gillawarna, Murder under the Microscope, PSSA, spelling bee, public speaking and debating, art exhibits ongoing			→	AP G&T		
Employ SLSO to assist with TOM preparations			→		AP G&T	3	
Identify students who meet criteria of G&T	Tracking sheets developed and used K-6	→			AP G&T		
Investigate new G&T programs K-6 to facilitate a wider range of opportunities from DEC and elsewhere.	Students K-6 participating in a wide range of programs to develop their talents			→	AP G&T, executive and staff		\$1000 (Global)
	Students in Year 6 offered scholarships to Chester Hill HS			→			
Form a link with UWS, Milperra campus and local high schools	Visits to uni and HS by students		→		AP-stage 3		
	Collaboration with UWS for inservicing staff and working with students		→				
Inservice staff on Higher Order Thinking Skills eg Blooms plus Multiple Intelligences and incorporate into T/L programs	Class T&L programs will demonstrate use of Blooms etc across HSIE		→		APs		
Use QTF as a common language for G&T foundation	QTF in all T&L programs with part. emphasis on G&T students	→	→		APs		

Profiles of school executive range of talents, interests and abilities advertised	CEO to display profiles of teachers and staff both in community room and newsletters				AP G&T, CEO	6	
Publicise achievements of students and school	Newsletters and media used to highlight achievements				Deputy Principal	6	
Review award systems including Dux	A clearer and broader criteria for academic awards				Exec		
Purchase resources to support teachers	A wide range of resources available to staff				AP G&T		\$500

SCHOOL IDENTIFIED PRIORITY: Aboriginal Education										
OUTCOME/S: 2012-2014	3a) Effective implementation of the Aboriginal Education and Training Policy 3b) Aboriginal students are supported by staff to become successful learners 3c) Aboriginal students are supported by a strong partnership between school, family and community to increase engagement in learning	TARGET/S:2012	3a) 100% completion of PLP's for indigenous students 3b) Review by all staff of Aboriginal Education policy 3c) Implementation of indigenous playgroup							
	STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET	
					2012	2013	2014			
Inservice staff on the writing of PLP's for indigenous students		All Indigenous PLP'S completed			→			Principal / Aboriginal Education Contact Officer / Staff	6, 4	6 x ½ release day \$1125
Professional development meetings to review the school Aboriginal Policy.		Aboriginal Education review placed on School professional development calendar. Completion of review			→			Principal	4	
Reassess DEC Aboriginal Policy through implementation matrix		Aboriginal Policy matrix completed			→			Principal / Aboriginal Education Contact Officer / Staff	4	
Liase with DEC and local indigenous agencies to facilitate the implementation of a playgroup		Indigenous Playgroup operating at Chester Hill P.S.			→			Principal / CEO/ Aboriginal Education Contact Officer / DEC / Local support networks	6	


SCHOOL IDENTIFIED PRIORITY: Leadership and Management								
OUTCOME/S: 2012-2014	4a) Strengthen leadership and management capacity of school staff and executive	TARGET/S:2012	4a) Completion of the Team Leadership for School Improvement (TLSI) by all executive and nominated staff					
	4b) Increase staff and executive capacity to meet the needs of a significantly culturally diverse and changing educational environment		4b)	i. Implementation of Vietnamese Community Language with all grades K-6	ii. Implement and review class structure changes for stage 2	iii. Review of new school organisational changes	iv. Completion of National Partnership School Situational Analysis	
STRATEGIES		INDICATORS		TIMEFRAME		RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014				
Attend facilitator training for TLSI		Attended facilitator training		→		Principal	4	
Develop and implement professional development sessions of staff for TLSI		Sessions developed and implemented. All nominated participant complete the course		→		Principal	2,5	Casual relief \$4500
Develop a draft School Policy based on State policy regarding the implementation of Community language K-6 and identifying student cohort		Draft school Community Language policy response developed		→		A.P.ESL Community Lang Staff	3.4	Planning Days \$1500 (Global)
Integrate 0.4 Vietnamese Community Language into teaching and learning programs.		0.4 Vietnamese community language successfully integrated into Teaching and learning programs		→		A.P.ESL / Community Lang Staff	3	
Assess and purchase the teaching resources needed to successfully implement Vietnamese community language		Resources purchased		→		Community Language staff	4	\$2500 (Global)
Re configure stage two multi-age classes to grade based classes		Grade based classes formed in stage two		→		A.P. Stage Two Stage Two staff	3	
Review the success of the re configuration of stage two classes in terms of teaching / learning and resource availability		Re configuration reviewed and review evaluated as to the success		→		A.P. Stage Two Stage Two staff	3	
Assess the teaching resources needed to successfully reconfigure stage two to grade based classes		Review undertaken and necessary teaching resources purchased		→		A.P. Stage Two Stage Two staff	4	\$1500(Global)

Implement school organisational changes 2012 through executive planning and development days	School organisational changes implemented by executive and staff	→			Principal / Executive/ staff	3	
Review school organisational changes 2012	Changes are reviewed as part of the whole school evaluation – Annual School Report	→			Principal Executive Staff Community	3,6	
Release stage coordinators weekly to collaboratively plan with class teachers and monitor the implementation and inclusion of QTF, TELL and Focus on Reading into teaching and learning(day incorporates DEC funded executive RFF)	Full implementation of QTF and TELL into Teaching and learning programs and teaching practice. Phase appropriate implementation of Focus on Reading in Literacy programs	→			Executive Staff	3,4	Centrally Funded (0.46 = \$46,547)
Executive planning / Professional development days to strengthen executive knowledge skills and understanding in relation to school organisation, Leadership framework and TARS process	School's leadership and management capabilities are increased and improved.	→			Principal Executive	5	\$6000
Formation of School evaluation committee to complete 2012 School Situational Analysis / 2013 School Management Plan	Committee formed. Both documents completed	→			Principal	5	\$1875

SCHOOL IDENTIFIED PRIORITY: Curriculum and Assessment –Early Learning

OUTCOME/S: 2012-2014	<p>1a) Increased levels of literacy and numeracy achievement for every student consistent with National, State and regional directions</p> <p>5b) Clear alignment between the implementation of curriculum, professional learning and student learning needs</p> <p>5c) Appropriate assessment and learning practices are embedded in all teaching and learning programs</p>	TARGET/S:2012	<p>1d)Literacy Early Learning Plans to be implemented by all teachers K-1</p> <p>5d)Best Start and Early Learning Framework to be embedded in assessment and teaching and learning programs of all classes K to 2.</p>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
		2012	2013	2014			
Coordinate Best Start assessment and data entry per term	Complete BS assessment/ data entered			→	AP /EL staff		2 days \$750
Conduct parent meetings for/on Best Start	Parent meetings held to explain data /parent feedback	→			AP /EL staff		
Implement 8 Aspects of Literacy in all K-1 classes	Programs have evidence of Literacy Aspects	→			staff		
Conduct network meetings (Cabramatta, Fairvale) K-2 with Literacy Leader to have in-servicing on Literacy Guidelines.	Network meetings held	→			AP /EL staff CHPS Cabra,F/vale		
Develop and implement Early Learning Plans	Early Learning Plans implemented and used for assessment and planning.K-1	→			Literacy Leader		
Implement M100W Program K-2	M100W program used in each classroom K-2	→			AP /EL staff		
Ascertain the value and continued use of Jolly Grammar 1-2	Review and analysis of Jolly Grammar program	→			AP /EL		
Use Focus on Reading Strategies K-2 in Comprehension.	FoR Comprehension embedded K-2	→					

Purchase resources for Group Guided Reading: Gaps in level 7-15 PM+ book packs / laminating material / plastic clip lock bags / elastic bands / storage /Colour paper / Colour Cardboard / labelling dots	Literacy resource material purchased				AP /EL SLSO	4	\$11 000 SLSO 5 days \$750
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SCHOOL IDENTIFIED PRIORITY: Curriculum and Assessment : English as a Second language									
OUTCOME/S: 2012-2014	5a) Implementation of a broad, inclusive and relevant curriculum	TARGET/S:2012	1e) Increase in Phase 2 and 3 students achieving at or above the minimum standard in Reading from 89% to 95% in 2012						
	5b) Clear alignment between the implementation of curriculum, professional learning and student learning needs		5c) Increase in number of students with Individual Language Learning Plans from 0% to 25%						
	5c) Appropriate assessment and learning practices are embedded in all teaching and learning programs		5g) Enhancement of teaching pedagogy by the embedding of TELL , QTF and G&T in all teaching and Learning programs						
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
				2012	2013	2014			
Continued employment of AP ESL				→			Principal	1	Centrally Funded (\$123,956)
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		→			ESL AP & Consultant	3	\$15750 ½ day per stage per term
Professional learning for whole school on TELL revision		Staff meetings, demonstration lessons, team teaching conducted to revise TELL pedagogy		→			ESL AP & all teaching staff	3	
Devise lesson plans / units of work and programming and planning to develop assessment tasks to support the teaching of language in context.		Stage collaborative planning sessions			→		ESL AP & all teaching staff	3,4	
Purchase of resources to form class, stage and whole school kits -NP		Development of context –based, school language resource kits		→			AP ESL & ESL teachers	4	\$5 000
Professional development and dialogue on Language for Writing program		Demonstration lessons and professional dialogue		→			ESL teachers	2,4	\$375 1 teacher day
Professional dialogue on NAPLAN results Students at risk identified through assessment strategies such as school based assessment, Best Start & NAPLAN		Collaborative planning sessions between ESL and class teachers				→	ESL and class teachers	3,4	
Introduction of collaborative analysis, selection and planning of Individual Language Learning Programs		ILLPs developed and implemented for targeted ESL students				→		4	\$1125 3 teacher days

SCHOOL IDENTIFIED PRIORITY: Curriculum and Assessment – Assessment & Reporting								
OUTCOME/S: 2012-2014	5c) Appropriate assessment and learning practices are embedded in all teaching and learning programs	TARGET/S:2012	5h) Completion and implementation of School assessment policy and assessment matrix 5i) All teachers to be using online assessment and welfare tracking software by end semester 2 2012 5j) Review of school student reporting policy and student reports					
	STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform
	Complete the draft School Assessment Policy and implement during 2012.	Draft Assessment Policy completed and implemented	2012 →	2013	2014	Principal Executive	2,5	\$2000 (Global)
	Target professional development time to deliver TARS expectation of draft assessment policy and assessment matrix	Professional Development time for assessment is included in TPL calendar	→			Principal	2,5	
	As part of Executive planning sessions explanation of assessment policy implementation as part of the TARS process	Assessment / TARS included in executive planning sessions	→			Principal	2,5	See National Partnership – Leadership and Management
	Review and install professionally developed or school based assessment tracking software	Professionally produced and school based software reviewed and installed on network	→			A.P. Technology	4	
	All teachers trained in the use of and accountabilities of installed assessment tracking software utilising SDD,stage meetings and TPL	All teachers trained in the use and accountabilities of the software	→			Principal A.P. Technology	4	
	Assessment teaching software implemented utilising SDD,stage meetings and TPL	All teachers implemented software	→			Staff	3	TPL funding
	Through staff meetings/stage meetings and community feedback review student reporting policy and student reports	Draft reporting policy developed. Feedback from all school stakeholders gathered and assessed regarding student reports	→			Principal Staff Community	4,5,6	