

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. This 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 (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: 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) 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

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) 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) Review of whole school communication procedures and policies
- c) Review of Every Student Every School policy through LAST program
- 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 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
- c) Expansion of indigenous community of schools network to include prior to school services

4. 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) 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 (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

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
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
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
PSP	Priority Schools Program

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 2013

Blue: denotes Equity funding and staffing entitlement

SCHOOL IDENTIFIED PRIORITY **ENGLISH**

OUTCOME/S: 2012-2014	1a) Increased levels of literacy and numeracy achievement for every student consistent with National, State and regional directions	TARGET/S 2013	1a) 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					
	1b) Strengthen literacy and numeracy learning through the effective use of the full range of diagnostic assessments and professional learning		1b) 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					
	1c) Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy and numeracy at key transition points		1c) To reduce the number of students not achieving reading benchmark levels 21 – 24 in Year 2 from 15% to 10%					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE / BUDGET
			2012	2013	2014			
Continued employment of AP Teaching and Learning- Literacy.	All classes receiving in-class support from A.P Literacy.		→	→			1	Centrally funded \$129,556
Phase 3 Focus on Reading delivered and 'Whole day catch up' training sessions for new teachers and those returning from leave. Completion of FoR training celebrated at a research sharing session.	All staff presenting at Term 3 SDD. Stronger evidence in class programs of use of Literacy Continuum & FoR pedagogy to cater for learning needs of all students in all aspects of Literacy.			→		AP Literacy All staff	3,4	4 sessions of Phase 3 FoR \$15,000 3 Catch-up sessions \$11,250
Year 2 practical participation in FoR specific reading stimulus material purchased.	Decrease in number of K-2 students not meeting stage benchmarks in reading.			→		AP stage 1 AP Literacy	4	Resources(as below) \$25,886
Continued purchase of resources to support the explicit teaching of comprehension, reading. These include the installation of 'Teaching Walls' in selected classrooms.	Resources purchased Increase in number of students accessing home reading and school magazines			→		AP Literacy		Differentiated texts \$4,800 Teacher ref \$2,100 Dictionaries \$3,000 Text sets \$3,000 Pic books \$3,000 Novels \$1,700 Laminating \$2,000 Teaching walls \$5,000

							Teaching walls NP 2012 \$35000
Undertake a review of writing within the school. Research- best practice in writing.	Development and implementation of K-6 Writing Guidelines.		→		Executive	4	
Staff training to develop explicit teaching and learning opportunities in writing.	Stronger evidence in programs of the integration of reading, comprehension and writing.		→		AP Literacy	3, 4	2 Writing training sessions \$7,500
Collaborative planning sessions to embed the use of the Literacy Continuum to program for writing lessons.							
Stimulus resources purchased and subsidised to support the teaching of writing.	Resources purchased		→		AP Literacy	4	English Global (\$500) Writing stimulus resources \$3,000
Provision of additional SLSO and library funding to support the implementation of FoR and writing in classrooms. Use of additional SLSO support for targeted students.	SLSO employed		→		DP	4	SLSO NP 2012 \$4,500 0.4 Equity
Develop and enhance the LAS program through targeted resources to specially support the teaching of literacy	The purchase of tablet technology Developed LAS technology support program		→		LAS Teachers	4	\$2500

SCHOOL IDENTIFIED PRIORITY **NUMERACY**

OUTCOME/S 2012-2014	<p>1a) Increase levels of numeracy achievement for every student consistent with National, State and regional directions</p> <p>1b) Strengthen numeracy learning through the effective use of the full range of diagnostic assessments and professional learning</p> <p>1c) Improved outcomes through targeted strategic intervention for students experiencing difficulty in numeracy at key transition points</p>	TARGET/S 2013	<p>1f) 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.</p> <p>1g) To increase the percentage of students achieving proficiency standard in numeracy from 22% in Year 3 2011 to 27% in Year 5 2013</p> <p>1h) 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</p> <p>5b) 100% of teachers K – 6 in 2013 will embed working mathematically by using the Numeracy Continuum and QTF in Numeracy Teaching and Learning Programs.</p>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/ BUDGET
		2012	2013	2014			
Employ an AP Teaching and Learning - Mathematics	AP Teaching and Learning Mathematics employed.		→		Principal & Panel	1	Centrally Funded \$129556
Professional development of teachers in Newman’s Error Analysis and the use of data including SMART, Best Start, SENA, TEN and school based assessment through staff and stage meetings.	Staff meetings conducted on the use of numeracy assessment data Stages through collaborative planning embed the use of assessment data in the teaching and learning cycle		→		AP T&L Mathematics	2,4,5	
Students assessed using SENA and Count Me Too implemented into all K-4 classrooms.	Classroom teachers K-4 used SENA to assess student needs All class programs K-4 have evidence of the CMIT pedagogy		→		Stage Coordinators	2,3,5	\$1000

<p>Provision of additional SLSO funding to support quality classroom practice in classrooms.</p>	<p>SLSO employed</p> <p>SLSO trained</p>	<p>→</p> <p>→</p>			<p>DP / SAM</p> <p>AP T&L Mathematics</p>	<p>3</p>	<p>\$ 3000</p>
<p>Identify and support at risk students K-6 through:</p> <ul style="list-style-type: none"> Remedial withdrawal groups Continued implementation of the Targeted Early Numeracy Program (TEN) Participation in NSW University Testing for Yrs. 4 and 6 in Numeracy Develop and enhance the LAS program through targeted resources to specially support literacy 	<p>At risk students identified</p> <p>Remedial groups conducted</p> <p>All students that require TEN K-3 receive instruction</p> <p>Students complete UNSW Numeracy testing</p> <p>The purchase of tablet technology</p> <p>Developed LAS technology support program</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>			<p>Stage Coordinators</p> <p>LAST</p> <p>LAST / AP T&L Mathematics</p>	<p>4</p>	<p>\$1 000</p> <p>\$1350</p> <p>\$2500</p>
<p>Strengthen teacher capacity to improve student learning through:</p> <ul style="list-style-type: none"> familiarisation and implementation of the Numeracy Continuum demonstration lessons team teaching collaborative planning professional development professional reading programming evidence 	<p>Teachers have participated in demonstration lessons, team teaching, and collaborative planning.</p> <p>Teachers professional development needs are met.</p> <p>Teachers are competent in the use of the numeracy continuum</p> <p>All programs have evidence of the numeracy continuum, CMIT, and QTF</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>			<p>AP T&L Mathematics</p> <p>AP T&L Mathematics</p> <p>AP T&L Mathematics</p> <p>Stage Coordinators</p>	<p>2,4</p>	
<p>Review and implement Count Me In Too in Stage 2 classes</p>	<p>Count Me In Too Reviewed</p> <p>Count Me In Too running in Stage 2 classrooms.</p>	<p>→</p> <p>→</p>			<p>AP T&L Mathematics</p> <p>AP T&L Mathematics</p>	<p>2,4</p>	
<p>Conduct a resource audit</p>	<p>Resource audit conducted</p>	<p>→</p>			<p>AP T&L Mathematics</p>	<p>5</p>	<p>\$5000</p> <p>Resources + storage</p>

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:2013	2a) Review and develop new student rewards policy					
	2b) Enhanced wellbeing of all students		2b) Alignment of Learning Support Team policy and referral process to new processes in LAS					
	2c) A school environment that enables students to experience success and receive recognition for their attainments		2c) Development and trial of Every Student Every School policy through LAS program					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE / BUDGET
Review student rewards policy through collection of data from school students, staff and community		School community participates in review of student rewards policy	2012	2013	2014	DP / SWS	3	\$500
To develop a draft school rewards policy		Draft school rewards policy developed		→		DP / SWS	4	
To implement Learning Support Team policy and referral process aligned to the new LAS funding and processes		All staff use Learning Support Policy		→		Staff	5	\$700 (LAS release) \$400

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:2013	<p>2a) Increase the number of families in the school community engaged in student learning from 8% in 2012 to 15% 2013.</p> <p>3d) Maintain and expand the attendance at the Indigenous Playgroup from 4 families in 2012 to 6 families in 2013.</p>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE / BUDGET
		2012	2013	2014			
Continue employment of CEO for 4 days per week	Increased community engagement	→			Principal	4 & 6	Centrally Funded \$55 746
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	NP 2012 \$600(catering) \$400(resources)
Continued 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	NP 2012 \$1000 \$800 text bundles
Production of promotional items such as school handbook, flyers, leaflets, community newsletter	Completion of promotional items (Year to Year publications)	→			CEO Communication com	6	NP 2012 \$2500
Continuation 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	Full enrolment and improved communication structures in place	→			CEO AP KINDER	6	\$14000
Expansion of Indigenous Supported Playgroup through the implementation of an aboriginal school network			→		CEO Principal	6	

Continuation 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	NP 2012 \$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	NP 2012 \$1000
Provide parents/carers with social activities and outings	Strengthened relationships amongst parents of NESB and mainstream parent groups		→		CEO	6	NP 2012 \$250
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	NP 2012 \$250

SCHOOL IDENTIFIED PRIORITY **Student Engagement and Attainment – Technology**

OUTCOME/S: 2012-2014	2a) Students experience challenging, flexible, personalised and safe learning environment	TARGET/S:2013	2e) 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.
	2c) A school environment that enables students to experience success and receive recognition for their attainments		5g) All teachers will complete online student assessment and welfare tracking information through school and/or Sentral software by end 2013

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Refo	FUNDING SOURCE / BUDGET
		2012	2013	2014			
totals							
HARDWARE							
6x15 sets of notebooks/tablets					Technology Coordinator	4	6 @ 7300 (notebook) 9000 (tablet est.) per set \$54 000
2 for new lab notebooks/tablets	Purchase 30 notebooks		→		Technology Coordinator		\$14 600
2 for sens notebooks/tablets	Purchase 30 notebooks		→		Technology Coordinator		\$14600
2 for mids notebooks/tablets	Purchase 30 notebooks			→	Technology Coordinator		\$14600*
Trolleys for storage and recharging of notebooks					Technology Coordinator		
2x trolleys 16 bay sens	Purchase 2 trolleys		→		Technology Coordinator		2 @ 1300 \$2600
2x trolleys 16 bay mids	Purchase 2 trolleys		→		Technology Coordinator		2 @ 1300 \$2600
2 x trolleys	Purchase two trolleys		→		Technology Coordinator		2 @ 1300 \$2600*
Final install of wireless access points (WAP)	Purchase WAPs		→		Technology Coordinator	4	2 nd phase install remaining 11 wap NP 2012 \$4400
still/video cameras in each classroom windows compatible	Purchase 30 cameras		→		Technology Coordinator		30@ 120 \$3600

still/video cameras class set	Purchase 10 cameras		→	Technology Coordinator	4	10 @ 120 NP 2012 \$1200
10 PCs for classroom use aim of one for student use in each classroom	Purchase 10 PCs		→	Technology Coordinator	4	intermediate 10 @ 750 NP 2012 \$7500
Video camera tripod x 1/remote microphones x 4	Purchase video camera and equipment		→	Technology Coordinator	4	\$2000
Headphone/microphone set for student editing	Purchase headphones		→	Technology Coordinator	4	2 sets of 15=30 @ \$40 \$1200
IWB bundle for library	Purchase and install IWB		→	Technology Coordinator		Smart 77" \$6100
New switches supplied by DEC	Switches supplied and installed			DEC /Technology Coordinator		0
Replacement laptops for Teaching -T4L	Allocate via T4L rollout		→	Technology Coordinator		0
IWB globes	Purchase stock of globes		→	Technology Coordinator		12 @350 \$4200
Printer toner	Printer Toner purchased		→	Technology Coordinator		20 @120 \$2400
Installation of new Enhanced CPC server	Data transferred and server commissioned			DEC		0
SOFTWARE						
Training staff in online reporting and tracking	activate software and staff training		→	Technology Coordinator		Sentral Training 2x@150/hr \$300
TEACHING AND LEARNING						
Continue and expand role of ICT committee	Meet monthly Schedule training for members in Computer Coordinator role		→	Technology Coordinator ICT comm	3,4	5x TPL days see TPL technology \$1500
Liaise with Teaching & Learning – Technology integration Facilitator	Hold weekly meeting to coordinate and facilitate ICT procurement and usage		→	Technology Coordinator ICT comm	3,4	

Review and trial ICT scope and sequence	See what other schools are doing and develop draft ICT scope and sequence		→		Technology Coordinator ICT comm		
Installation and setup of new computer laboratory	Installation completed. Laboratory being utilised by all classes 3 - 6		→		Technology Coordinator ICT comm / Principal	4	\$10 000
Installation and review the use of new and current computer rooms and connected classroom	ICT committee to liaise with each grade to enhance and maximise use		→			4	
Facilitate training of staff in new ICT hardware	Set up staff and grade meetings as required Inform staff of TPL opportunities				Technology Coordinator ICT comm		
Increase student and staff use of email, portal and ICT tools and software to reflect increasing transition to online communication and record keeping	Increase staff use of online record keeping, email and portal		→		Technology Coordinator ICT comm		
Employment of a five day Technology in Teaching Facilitator	EOI held facilitator employed		→		Principal & Panel	4	CRT centrally funded \$112 526
Development of Teaching and Learning programs, assessment tools and professional learning plans to embed student centred technology skills, knowledge and understanding	Review of Teaching and Learning programs, assessment tools and professional learning plans to embed student centred technology skills, knowledge and understanding.		→		Technology in Teaching Facilitator	3,4	

SCHOOL IDENTIFIED PRIORITY *Student engagement and attainment - Gifted and Talented*

OUTCOME/S 2012-2014	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	TARGET/S 2013	2f) Professionally develop staff in early identification of G&T students K-2 4f) 100% of all teachers will have demonstrated TELL, QTF and G&T pedagogy embedded into their teaching and learning programs
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDINGSOURCE / BUDGET
		2012	2013	2014			
Differentiation in programs K-6	Evidence in programs incl more depth in all KLAS			→	Grade supervisors	4	Global \$750
	Early intervention with monitoring of K-2 students. Kinder teachers trained in G&T strategies and identification			→			TPL Funds
	Year 3 students screened by LAST and counsellor and tracked Tracking sheets and screening test developed			→	LAST, counsellor, LST		Global \$300
Continue to support existing programs that provide opportunities for all students and assist in identification of G&T	TOM, Murder under the Microscope, PSSA, Spelling Bee, Public Speaking, Debating, Gillawarna, Technology			→	MMM, APs	4	SLSO \$350
Establish new programs for a wider range of students	Collie Clicks, Future Problem Solving			→	APs		
Maintain a continuing up-skilling of teaching staff	Teachers share a common language in regard to G&T, evidence of Blooms, Higher Order thinking, Multiple Intelligences in programs			→		4	NIL

Make a link to UNSW and local high schools	ASPIRE program Yr5 students 2012 participating Local high schools involved				AP G&T		
Develop a school policy and mission statement					AP G&T		
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				A.P. G&T		\$250
Publicise achievements of students and school	Newsletters and local media used publicise to						
Purchase resources to support teachers	A wide range of resources available to staff						

SCHOOL IDENTIFIED PRIORITY: **Aboriginal Education**

OUTCOME/S: 2012-2014	3a) Effective implementation of the Aboriginal Education and Training Policy	TARGET/S:2013	3a) School based development of a scope and sequence framework of Aboriginal policy units					
	3b) Aboriginal students are supported by staff to become successful learners		3b) 100% completion of PLP's for Indigenous students					
	3c) Aboriginal students are supported by a strong partnership between school, family and community to increase engagement in learning		3c) Implementation of Indigenous community of schools network					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE / BUDGET
Inservice for new staff on the writing of PLP's for indigenous students		All Indigenous PLP'S completed	2012	2013	2014	Principal / Aboriginal Education Contact Officer / Staff	6, 4	\$375
				→				
Professional development meetings to develop scope and sequence of aboriginal units		Aboriginal Education review placed on School professional development calendar. Completion of review		→		Principal / Aboriginal Education Contact Officer / Staff	4	\$375
Liaise with DEC and local indigenous agencies to facilitate the implementation of an indigenous community of schools network		Indigenous Playgroup operating at Chester Hill P.S.		→		Principal / CEO/ Aboriginal Education Contact Officer / DEC / Local support networks	6	\$750

SCHOOL IDENTIFIED PRIORITY: **Leadership and Management**

OUTCOME/S: 2012-2014	4a) Strengthen leadership and management capacity of school staff and executive	TARGET/S:2013	4a) Implementation of recommendations in Numeracy from the Analytical Framework for School Improvement						
	4b) Increase staff and executive capacity to meet the needs of a significantly culturally diverse and changing educational environment		4b) Review of the Vietnamese and Arabic Community Language programs K-6						
			4c) Implement and review class structure changes for stage 3						
			4d) Development of policies and procedures to utilise Equity funding and staffing entitlements						
			4e) Implementation of new school organisational changes						
			4f) 100% of all teachers will have demonstrated TELL, QTF and G&T pedagogy embedded into their teaching and learning programs						
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE/BUDGET
Re configure stage three multi-age classes to grade based classes		Grade based classes formed in stage three		2012	2013	2014	A.P. Stage Three Stage Three staff	3	
Review the success of the re configuration of stage three classes in terms of teaching / learning and resource availability		Re configuration reviewed and review evaluated as to the success			→		A.P. Stage Three Stage Three staff	3	
Assess the teaching resources needed to successfully reconfigure stage three to grade based classes		Review undertaken and necessary teaching resources purchased			→		A.P. Stage Three Stage Three staff	4	(Global) \$1500
Implement school organisational changes 2013 through executive planning and development days		School organisational changes implemented by executive and staff			→		Principal / Executive / staff	3	
Review school organisational changes 2013		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 = \$47,282)
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	2, 3 & 4	\$6000
Formation of School evaluation committee to complete 2013 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:2013	<p>1d) 100% of K – 2 teachers will implement Literacy Early Learning Plans in 2013.</p> <p>5f) Best Start and Early Learning Framework to be embedded in assessment and teaching and learning programs of all classes K to 2.</p> <p>1c) To reduce the number of students not achieving reading benchmark levels 21 – 24 in Year 2 from 15% to 10%</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	4	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-2 classes	Programs have evidence of Literacy Aspects		→		staff	4	Nil
Develop and implement Early Learning Plans through professional development and executive mentoring	Early Learning Plans implemented and used for assessment and planning.K-2	→			Literacy Leader	4	Nil
Review of 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		→		A.P./ EL A.P. Lit		
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	\$ 1500 SLSO 5 days \$750

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:2013	5b) 100% of teachers K – 6 in 2013 will embed working mathematically by using the Numeracy Continuum and QTF in Numeracy Teaching and Learning Programs.						
	5b) Clear alignment between the implementation of curriculum, professional learning and student learning needs		1e) Increase from 87% to 92% in phase 2 and phase 3 students achieving at or above the minimum standard in reading.						
	5c) Appropriate assessment and learning practices are embedded in all teaching and learning programs		5h) Enhancement of teaching pedagogy by the embedding of English as an additional language or dialect strategies in all teaching and learning programs						
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE / BUDGET
Continued employment of ESL Support teacher		CR Teacher employed to release A.P. ESL from stage One class		2012	2013	2014	Principal	4	(0.1 CRT) \$11258
Continued professional learning for whole school on using Scales and Steps to program for and assess student outcomes.		Stage based training days conducted on the use of Scales and Steps		→	→		AP ESL & Consultant	4	1 days T2; 1 days T3 \$15000.
Professional learning for identified staff on teaching learners of English as an additional language or dialect		Demonstration lesson, team teaching , stage based training sessions		→	→		AP ESL & teaching staff	4	
Professional learning for ESL staff on developing strategies to assist EALD learners in the mainstream classroom		Action research through pedagogy / technology projects		→	→		AP ESL , ESL and class teachers	4	NP 2012 \$3 500 TPL Global \$1 500
Development of programs and assessment tasks to support the teaching of language in context.		Stage collaborative planning sessions		→	→	→	AP ESL , ESL and class teachers	4	0.5 additional ESL

Professional dialogue on NAPLAN results. Students at risk identified through assessment strategies such as school based assessment, Best Start & NAPLAN	Team collaborative planning sessions	→	AP ESL & ESL teachers	4	
Teacher collaborative analysis, selection and planning of Individual Language Learning Programs	ILLPs developed and implemented for targeted ESL students	→	ESL and class teachers	5	3 days \$1 125
Purchase of resources to form class, stage and whole school kits	Development of context –based, school language resource kits	→	AP ESL & ESL teachers	4	NP 2012 \$3 000

SCHOOL IDENTIFIED PRIORITY: Curriculum and Assessment

OUTCOME/S: 2012-2014	5c) Appropriate assessment and learning practices are embedded in all teaching and learning programs	TARGET/S:2013	4f) 100% of all teachers will have demonstrated TELL, QTF and G&T pedagogy embedded into their teaching and learning programs 5c) To professionally develop all teaching staff in preparation for the implementation of the National English Curriculum in 2014 5d) Revisit and review the strategies in Consistent Teacher Judgement in relation to A-E reporting
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	Reform	FUNDING SOURCE / BUDGET
		2012	2013	2014			
Through school and regional TPL opportunities.	Participation of teaching staff in applicable TPL opportunities. Review of teaching and learning programs as part of the TARS process.		→			2	TPL – Literacy / Curriculum
Modelling of QTF best practice in Literacy, Numeracy and Technology.	Organisation of support sessions Enhanced classroom pedagogy and planning		→		T & L Facilitators Num ,Tech	4	\$22500
To develop knowledge and understanding of the implications for the implementation of the English Syllabus by attend training and development courses and researching and read information	DP has the skills and knowledge to support the teaching staff in their familiarisation and planning phase of the English Syllabus		→		Deputy Principal + Executive	4	\$1000 + TPL Literacy

Through staff meetings and collaborative planning days teaching staff are given the opportunities and the resources to familiarise themselves and plan for the implementation of the English Syllabus 2014	Teaching staff are confident to implement the English Syllabus in 2014		→		Deputy Principal + Executive	4	
Whole School Development Days sessions, staff and team meetings relating to CTJ.	Agenda and planning of sessions to support CTJ		→		Principal	5	
Review and rewrite of sections of student reports	Completed semester two student reports with agreed and applicable report changes		→		Principal / Staff	5	
Review of external student report writing software	All staff have been inserviced and surveyed on the suitability of external report writing software		→		Principal / Technology Coordinator	5	