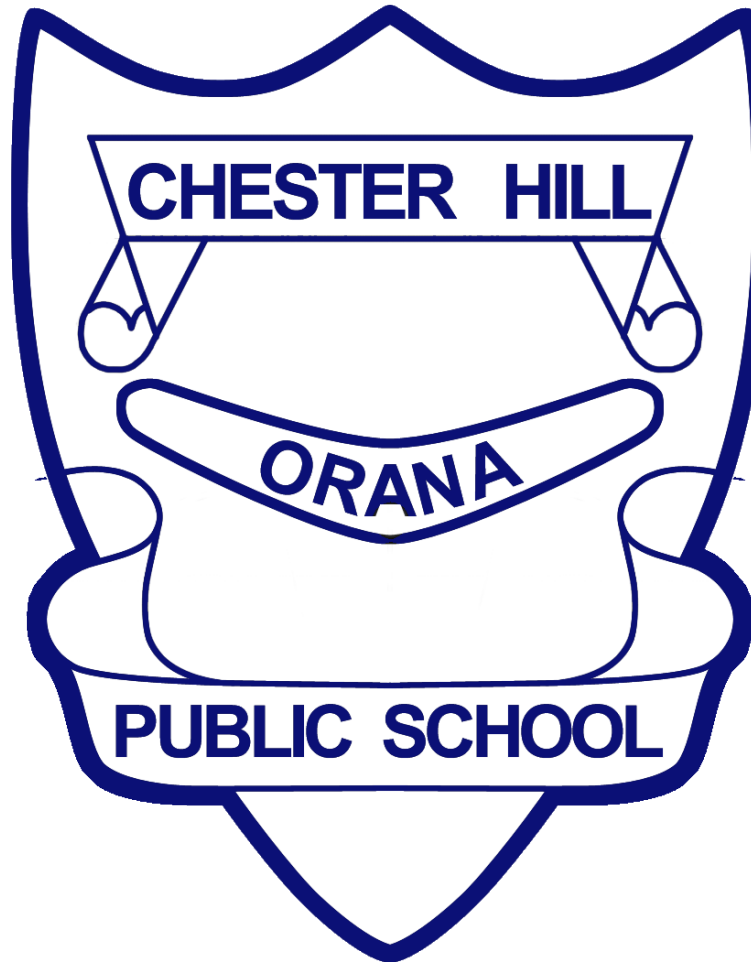


School plan 2018-2020

Chester Hill Public School 3698



School background 2018–2020

School vision statement

At Chester Hill Public School we enable the pursuit of excellence and the achievement of every individual's academic potential in literacy and Numeracy through fostering a stimulating, positive and caring learning environment which is committed to the welfare of each individual student.

School context

Learning at Chester Hill Public School is provided through innovative and enriched teaching and learning activities. Grade based learning enables ongoing support and development of social, leadership and mentoring skills. Our early learning strategy provides for flexible delivery of curriculum in the K–2 years, allowing students to progress through stage outcomes at a rate appropriate to their needs and abilities. Years 3–6 are placed in classes that support and enable explicit teaching across all Key Learning Areas. Quality teaching, 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 two Instructional leaders. Learning support programs include Early Action for Success, LAS, EAL/D, Targeted Early Numeracy (TEN), Focus on Reading initiative guided and home reading, Best Start, and Count Me In Too. Chester Hill Public School is completely computer networked with Interactive Whiteboards in all classrooms, the library and specialist teaching areas.

The school has a proud history of success on the sporting field due to its excellent programs in gross motor and skills development. Grades 3–6 participate in Summer and Winter Primary Schools Sports Association (PSSA) competitions as well as Swimming, Cross Country and Athletics carnivals. Students are also able to embrace choir and dance activities through the school's participation in major district and regional concerts and festivals. Students participate in a variety of extracurricular programs including the Tournament of Minds, the Premier's Spelling Bee and Reading Challenge, Debating, Community Mentoring Program and the District Public Speaking Competition. To support and enhance our Parents and Citizens association and our focus of lifelong learning, a Community Hub leader works closely with parents to support increased involvement and learning of all school stakeholders.

School planning process

2018 begins a new three year planning cycle 2018 – 2020. The process to develop this plan began in 2017 and looked to utilise triangulated evaluative data and evidence in the following areas:

- Participation in an external school validation process
- Internal evaluation process gathering data and evidence from all school stakeholders
- Internal and external student learning data

The external validation process evaluated the school's previous improvement plan against the School Excellence Framework version 1. The process validated us as sustaining and growing across all three areas of Teaching, Learning and Leadership. This process also enabled the school to identify future directions for all three school strategic directions of Quality Teaching, Equity and Community.

All staff were involved in the external validation process with specific staff members combining with school executive and parents to develop evidence sets to support our judgements. Data and evidence was gathered utilising whole school surveys, internal reflection and evaluation sessions with staff as well as review of our 2015 – 2017 improvement plan milestones and achievements.

Student learning data was collected K–6 and analysed. This included PLAN and NAPLAN both current and improvement plan historic data. It also utilised class and stage based student learning results and results from students who were participating in targeted EAL/D and LAS programs.

By analysing all data and evidence obtained through the three sources planning will be developed utilising the school excellence school planning policy, the School Excellence Framework v.2, the Teaching Standards and reflect a school determined three year improvement cycle

School strategic directions 2018–2020



Purpose:

To create productive learning environments underpinned by collaborative learning approaches, dynamic teaching and learning programs and student evidence of learning.

Purpose:

To establish a strong collaborative learning culture through:

- strategic and planned approach to Wellbeing
- establish learning centres in a creative learning environment

Purpose:

To increase parent, student and community participation in school leadership and create pathways for lifelong learning so that our school community grow into confident, creative and resilient global citizens.

Strategic Direction 1: Quality teachers and teaching

Purpose

To create productive learning environments underpinned by collaborative learning approaches, dynamic teaching and learning programs and student evidence of learning.

Improvement Measures

Increased teacher collaboration.

Increased student performance measures against syllabus outcomes and literacy and numeracy progressions.

Increased number of teachers achieving PDP goals and higher levels of accreditation.

People

Leaders

The school executive adopts a school wide instructional leadership approach.

Students

Continually improve by understanding their learning journey, seek feedback on their performance and learn from others.

Staff

Adopt a collaborative mindset where they value co-planning, co-teaching and assessing and observations of teaching.

Staff seek and respond to feedback from others on their teaching to make continual improvement.

Value professional learning experiences and self identify areas needed to improve student outcomes.

Processes

Implement National Literacy and Numeracy progressions.

Implement professional learning communities to enhance instructional leadership where teachers observe evidenced based practices, moderate work samples, analyse assessment records and gain a better understanding of student achievement.

Encourage teachers to continually improve by seeking higher levels of accreditation through support networks and coaching and mentoring and completion of the PDP process.

Create a learning culture where students take risks, learn from mistakes and feel successful by having student learning goals for literacy and numeracy, challenging tasks and classrooms where students learn from one another.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

Evaluation of professional learning communities – survey.

Analysis of internal and external student assessments.

Analysis of PDP goal setting and completion.

Evaluation of accreditation process.

Practices and Products

Practices

Students seek and respond to feedback on their performance and learn from mistakes and feel successful.

Teachers track student performance using national Literacy and Numeracy progressions and use this information to differentiate teaching.

Enhanced instructional leadership reflected by increased mentoring and coaching by school leaders.

Teachers continually seek improvement through the use of higher levels of accreditation and professional learning.

Products

School has identified what growth is expected by students using a whole school tracking and monitoring system.

Class programs show evidence of revision based on feedback from students and assessments.

School wide responsibility of improved student outcomes evidenced through instructional leadership and teacher collaboration

Teachers take responsibility for own professional learning through goal setting and accreditation.

Students having a growth mindset and set personal learning goals.

Strategic Direction 2: Collaborative learning culture

Purpose

To establish a strong collaborative learning culture through:

- strategic and planned approach to Wellbeing
- establish learning centres in a creative learning environment

Improvement Measures

- increased student wellbeing
- increased student engagement

People

Leaders

The school executive enable and support the implementation of strategies to ensure all students receive:

- targeted support
- policies are reviewed regularly so they reflect and are responsive to the changing school environment
- collaborative learning experiences

Staff

The staff will:

- implement associated wellbeing policies
- develop and establish collaborative learning environments

Students

Students will actively engage with:

- strategies to enhance their learning and relationships
- the creative learning environments and collaborative learning culture

Processes

WELLBEING

For all students to receive strategic and planned scaffolded support for their learning and develop their ability to build positive and respectful relationships that allow them to reach their full potential.

COLLABORATION

For students to establish the ability to collaborate through the implementation of innovative and evidence-based future-focussed practices

Evaluation Plan

- increased student attendance
- reduction in negative behaviour incidents
- targeted intervention
- strong social skills program
- flexible learning spaces
- programs reflect collaborative problem solving practices
- integrated and authentic use of technology

Practices and Products

Practices

- policies are reviewed, enhanced and implemented
- innovative and evidence-based, future-focussed practices embedded into classrooms
- integrate technology into learning environments as a tool for learning
- collaborative partnerships in learning are developed:

student with student, and

student with teacher

Products

- policies developed
- collaborative learning partnerships
- enhanced learning experience through the integrated use of technology
- strong student wellbeing

Strategic Direction 3: Learning Communities

Purpose

To increase parent, student and community participation in school leadership and create pathways for lifelong learning so that our school community grow into confident, creative and resilient global citizens.

Improvement Measures

Increased parent participation at

- participation level
- engagement level
- strategic level

Improved strategic and holistic school planning and resourcing enabling greater collaboration and community involvement

More targeted evaluation and assessment of impact of all supporting agencies and third party providers

People

Students

Develop the skills necessary to

- positively engage in love learning
- be resilient in all aspects of life
- contribute to the community now and into the future

Staff

Build an understanding of

- the holistic learning needs of students
- the importance of home and community to learning
- an open and supportive educational community

Leaders

Facilitate the environment to enable

- the school community to achieve the purpose
- strategically plan to incorporate the necessary resources for success
- communicate to all stakeholders what success will look like

Parents/Carers

Support the achievement of the purpose through

- engaging with the school
- supporting and valuing their children's education
- engage in learning opportunities
- have open and honest dialogue to

Processes

Increased opportunities to enable all parents to engage with the school at one of the three identified areas. This will be developed through an alignment of identified engagement barriers with professional learning opportunities and increased engagement activities.

To develop an evaluation matrix of external third party providers and programs which will measure the impact of achieving our purpose. This will include human resource and financial expenditure data. It will also reflect all composite school demographics.

Development of specific policies, procedures and programs to enable all school community stakeholders to engage in learning reflective of the strategic purpose.

Evaluation Plan

- Progress towards achieving the purpose of the strategic direction will be evaluated through student parent and community satisfaction and engagement surveys. eg(TTFM)
- Progress towards improvement measures will be through monitoring and evaluating the effectiveness of community partnerships and its effect on student engagement through focussed interviews and student/parent/community self assessment.
- Evidence of fiscal and resource planning that supports the achievement of purpose found in school planning and budget allocations.

Practices and Products

Practices

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Parents and greater school community are actively engaged in both the evaluation and strategic planning of school improvement plans.

Products

Parent involvement and input is a continual part of all school strategic planning. The peak parent body is a main contributor to the strategic school planning process, school evaluation process and to school staffing.

Highly effective partnerships between the school community and third party providers are maintained through the developed assessment and impact tools. Adult learning opportunities are maintained and enhanced

Strategic Direction 3: Learning Communities

People
promote a better understanding of parent and community needs
Community Partners
Support the achievement of the purpose by
<ul style="list-style-type: none">• continuing to offer support otherwise unavailable to the school• work with the parent community to increase confidence and engagement• provide learning opportunities for the whole school community in relation to global citizens