

# School plan 2018-2020

Chullora Public School 3808



# School background 2018–2020

## School vision statement

Every student is provided with opportunities to be challenged and engaged in order to develop the skills and mindsets to succeed in an ever changing world.

## School context

Chullora Public School has an enrolment of approximately 310 students and caters to the needs of a low SES and high NESB community. There are 12 mainstream classes and a Support Unit with 3 classes for students with Autism and special needs.

A dedicated staff holds high expectations for teaching and learning and demonstrates this through commitment to their own ongoing learning and improvement and active engagement as a professional learning community.

Our parent community highly values education and opportunities for student leadership and the school has a very committed and hard-working P&C.

## School planning process

This school plan has been developed in consultation with all members of the school community.

Planning has been informed by the school's vision statement and extensive evaluation processes with many stakeholders.

Processes have included staff, student and parent surveys and focus groups. Evidence of current achievements and areas for improvement have been collected via student assessment and teacher evaluations and reflections.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Quality Practices

**Purpose:**

High performing staff continuously build their capacities within a strong collegial learning environment of challenge and collaboration focussed on implementation of the most effective strategies to improve teaching, leading and service delivery.



## STRATEGIC DIRECTION 2

Flexible Learners

**Purpose:**

All students hold high expectations of themselves and engage in purposeful and challenging learning experiences that require agility, a growth mindset and an ability to reflect on their progress and future goals.



## STRATEGIC DIRECTION 3

Student Leaders

**Purpose:**

Teachers and parents support students to develop a strong moral purpose. Students are leaders within and beyond the school community and actively engage in various social and global issues.

# Strategic Direction 1: Quality Practices

## Purpose

High performing staff continuously build their capacities within a strong collegial learning environment of challenge and collaboration focussed on implementation of the most effective strategies to improve teaching, leading and service delivery.

## Improvement Measures

All staff develop and monitor challenging PDP goals to indicate growth against a framework.

All teachers assess and respond to student progress through differentiation.

## People

### Staff

Staff understand the importance of ongoing improvement to ensure school excellence. They use evaluative thinking to drive improvement in their own practice.

### Staff

Staff value the development of innovative practices and share their learning within the school and with other educators.

### Staff

Teachers have a curious mindset and are committed to creating opportunities for change aligned to their area of personal interest.

### Staff

Teachers have a sound knowledge of curriculum and progression documents and a high sense of agency when implementing the teaching and learning cycle and quality teaching practices.

## Processes

**Curiosity and Inquiry:** *Teachers develop & pursue individualised professional learning programs linked to an area of personal interest using an inquiry framework to assess effectiveness.*

- personalised professional learning
- action research/inquiry framework

**Staff Capacity Building:** *Challenging learning goals are set & measured using the principles of evaluative thinking.*

- PDP
- Evaluative thinking
- Reflection against Frameworks, Standards, SEF

**Excellence in Teaching:** *The Teaching & Learning cycle is used to assess, differentiate and select the most appropriate teaching technique(s). Feedback for improvement is sought.*

- Formative/summative assessment
- Differentiation
- Explicit teaching techniques
- Staff feedback

## Evaluation Plan

PDPs, observations

Teaching programs, lesson plans

Staff exit slips and annual survey

## Practices and Products

### Practices

Teachers develop and pursue individualised professional learning programs linked to an area of personal interest and reflective of higher levels of the Standards.

Teachers use a range of formative and summative assessments based on syllabus and Learning Progressions to inform differentiation.

Teachers and leaders collaborate within and across schools using an inquiry framework and the principles of evaluative thinking to evaluate and improve practice.

SASS use Excellence in School Administration Framework to inform PDP goals.

SASS use feedback to improve practice and inform future goals.

### Products

School systems support coaching and mentoring for personalised learning goals and ongoing improvement.

Effective teaching practices, informed by accurate data, are evident in all teaching and learning programs, including fluid and flexible groupings and differentiation.

SASS PDPs have an authentic goal and include opportunities for observations, feedback and reflection.

Evaluative thinking drives improvement in teacher practice through PDP goals.

# Strategic Direction 2: Flexible Learners

## Purpose

All students hold high expectations of themselves and engage in purposeful and challenging learning experiences that require agility, a growth mindset and an ability to reflect on their progress and future goals.

## Improvement Measures

Increase number of students using a learning mindset.

All students are able to articulate learning goals and use feedback to achieve their best in literacy and numeracy.

Increase number of students achieving expected growth in both internal and external measures

Increase number of students achieving proficiency in literacy and numeracy

## People

### Students

All students understand their learning goals and use feedback to achieve set goals

Students develop learning mindsets to become reflective learners

### Staff

Teachers understand how to effectively integrate learning mindsets and KidsMatter framework within teaching and learning programs.

Teachers develop understanding of learning progressions and syllabus.

Teachers understand how to use the syllabus and learning progressions to give effective feedback to students.

### Parents/Carers

Parents understand their child's learning goals and value learning.

## Processes

**Learning Mindsets:** *Through using the KidsMatter Framework & explicitly teaching SEL students will develop a growth mindset allowing them to become agile learners who persevere through challenges.*

– KidsMatter

– Social and Emotional Learning (SEL)

**Data Skills and Use:** *Student data is monitored & feedback is shared with students allowing them opportunities for improvement. Plans & results are shared with parents.*

– Monitoring student progress

– Feedback

## Evaluation Plan

Student achievement data – Learning Progressions, NAPLAN

Observations

Student, Parent and Teacher surveys

Data meetings

Exit slips

## Practices and Products

### Practices

Teachers embed the KidsMatter framework into teaching and learning programs

Teachers monitor student learning goals and inform parents of progress, achievement and future learning goals

Teachers develop practices that encompass learning mindsets

Teachers routinely review learning with each student and give effective feedback based on explicit criteria

Teachers use the syllabus and Learning Progressions to plan, implement and evaluate teaching programs and assess student learning

### Products

Teaching programs and practices include learning mindsets and the KidsMatter framework

Reporting processes include personalised information about student learning progression and next steps and include student voice

All students have a year's worth of growth

Teaching programs reflect syllabus content and are informed by student achievement data

# Strategic Direction 3: Student Leaders

## Purpose

Teachers and parents support students to develop a strong moral purpose. Students are leaders within and beyond the school community and actively engage in various social and global issues.

## Improvement Measures

The General Capabilities are embedded in teaching programs, assessment and reporting practices

All teachers include an inquiry approach to facilitate learning about social and global issues.

## People

### Students

Students understand that leadership is accessible to all and leadership is defined as actions and interactions rather than roles and titles.

### Parents/Carers

Parents understand how their child's learning contributes to them becoming a leader within and beyond the school community.

### Staff

Teachers understand how the General Capabilities and leadership opportunities enhance student success.

## Processes

**Student Leadership:** *Authentic leadership opportunities are created for students across KLAs ensuring they see themselves as leaders within & beyond the school community.*

- Formal and informal leadership opportunities

**General Capabilities within an inquiry approach:** *Teachers embed the General Capabilities into programs & promote an inquiry based approach to learning leading to students authentically engaging in social & global issues.*

- Programming

- Assessment

- Reporting

## Evaluation Plan

Teaching programs

Student, Parent and Teacher surveys

Exit slips

## Practices and Products

### Practices

Teachers embed the General Capabilities and an inquiry approach in their programs ensuring connections are made to social and global issues, promoting student leadership.

Teachers and leaders work with students and parents to redefine and establish a shared understanding of student leadership.

Teachers and leaders work with students and parents to understand the General Capabilities and how they contribute to building character and shared values.

Teachers engage in professional learning about the General Capabilities and inquiry based learning.

### Products

Teaching programs, assessment practices and reporting to parents include the General Capabilities.

Genuine and authentic leadership opportunities are available to all students.

Parents are co-facilitators of learning and support their child's connection to school and the wider community.