



School plan 2018-2020

Chifley Public School 4299



School background 2018–2020

School vision statement

Chifley Public School Vision

To empower our students and school community through opportunity and excellence.

Chifley Public School Mission Statement

Chifley Public School is committed to the pursuit of excellence and the provision of equitable, high quality educational opportunities.

School context

Chifley Public School is a positive, friendly and inclusive community school. Our students are *known, valued and cared for* by an experienced, professional and dedicated staff.

Our student population reflects a broad range of cultural backgrounds:

- 38% of our students identify as Aboriginal and/or Torres Strait Islander; and
- 24% of our students possess English as an Additional Language or Dialect (EAL/D).

Student success is underpinned by a whole school Wellbeing framework. *Grow Your Mind* is founded on positive psychology, mindfulness, resilience and growth mindset.

Individual learning needs are targeted through responsive teaching and leaning programmes, a coordinated approach to learning support and a rigorous, relevant and engaging curriculum. Emphasis is placed on students as self motivated, confident creative and critical learners.

Learning technologies are prioritised to strengthen authentic learning opportunities and act as an educational amplifier to access information, build content and extend outcomes.

Stand-alone STEM (Science, Technology, Engineering, Mathematics) classes see our students coding and involved in units of work that challenge them to apply creative, critical thinking skills in design & construction, robotics and the programming drones.

A rich co-curricular programme extends holistic educational outcomes for all our students.

Chifley Public School is an active member of the Little Bay Community of Schools, the local Aboriginal Education Consultative Group (AECG) and enjoys a strong educational partnership with UniNSW.

School planning process

The 2018–2020 Chifley PS Strategic School Plan has been developed in collaboration with all key school stake holders and aligned against the School Excellence Framework. The planning process has been transparent and included:

- student, parent/carer and staff surveys;
- parent and teacher planning forums;
- consultation with the local AECG; and
- the ongoing partnership with the Chifley PS School Council and P&C.

The School Plan will be reviewed annually to determine progress towards the realisation of school priorities and, where required, the realignment of practices and processes. The annual review will include:

- Consultative forums across all key school stake holders;
- 'Tell Them From Me' surveys; and
- School based surveys.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Visible, Student Centred Teaching and Learning

Purpose:

To embed a challenging, explicit and responsive teaching and learning framework that is underpinned by collaboration, quality curriculum delivery and high expectations to:

- meet individual learning needs;
- support student engagement;
- drive student outcome; and
- deliver clear and measurable progress.

STRATEGIC DIRECTION 2

Innovative Classrooms

Purpose:

To empower students as inquisitive and adaptable learners through future focussed teaching and learning outcomes that prioritise 4Cs:

- creativity;
- collaboration;
- communication skills; and
- critical thinking.

STRATEGIC DIRECTION 3

A Connected Community

Purpose:

To enable a community of learners through strong educational partnerships and a safe, caring and inclusive school culture in which students:

- *connect*;
- *succeed*;
- and *thrive*.

Strategic Direction 1: Visible, Student Centred Teaching and Learning

Purpose

To embed a challenging, explicit and responsive teaching and learning framework that is underpinned by collaboration, quality curriculum delivery and high expectations to:

- meet individual learning needs;
- support student engagement;
- drive student outcome; and
- deliver clear and measurable progress.

Improvement Measures

Increase % Year 5 students achieving expected growth in Literacy and Numeracy.

Increase % Year 3 and Year 5 students in Literacy and Numeracy Proficiency Bands.

80% of K–2 students know 80% of the phonemes 80% of the time.

People

Students

Students recognise and embrace high expectations, and engage as confident and successful learners.

Staff

Sustained and collaborative professional Learning (PL) empowers staff to collectively understand and systematically embed a visible learning culture that emphasises:

- high expectations;
- timely, actionable and outcome based feedback;
- the use of data to inform practice;
- explicit teaching and learning; and
- a positive learning climate.

Leaders

Purposeful leadership supports visible learning outcomes and the capacity building of staff through:

- a coordinated approach the PL;
- modelling high expectations; and
- ensuring that the teaching and learning environment is responsive to student learning needs, collaboratively supported and conducive to learning.

Parents/Carers

Parents/Carers develop an understanding of the visible learning culture that underpins teaching and learning at CPS through ongoing home/school dialogue and involvement in school based programmes.

Processes

Visible Learning

Embed a visible, student centred teaching and learning culture through:

- whole school PL focussed on Visible Learning; and
- the differentiated delivery of key foundational Literacy and Numeracy skills.

Collaboration and Teacher Capacity

Implement explicit systems of collegial practices that include:

- observation and feedback to support the PDP process, professional reflection and the effective delivery of quality Teaching & Learning programmes; and
- structured teaching teams to ensure the coordinated delivery of the NESA outcomes, consistent teacher professional judgement, data informed practice and responsive programming.

Evaluation Plan

- NAPLAN/SCOUT Data
- Get Reading Right
- Literacy and Numeracy Learning Progressions
- Data Walls
- Tell Them From Me and anecdotal feedback

Practices and Products

Practices

Students are self regulated learners and engage confidently and successfully with differentiated and accessible curriculum content.

Staff use data to ensure teaching and learning programmes are evidence based, responsive to individual learning needs and consistent teacher judgement is used to align performance and progress against Learning Progressions and referenced against NESA Standards/syllabus outcomes.

Instructional leaderships builds capacity and drives teaching and learning through high expectations and an evaluative mindset for ongoing school improvement.

Products

Students recognise consistently high expectations, reflect on their performance and progress and can articulate learning intentions and success criteria to achieve learning goals.

Structured collaborative practice is reflected in: peer support; observation & feedback; the analysis of qualitative and quantitative data to inform practice; and the planning, implementation and review of responsive, evidence based Teaching & Learning programmes.

Strategic Direction 2: Innovative Classrooms

Purpose

To empower students as inquisitive and adaptable learners through future focussed teaching and learning outcomes that prioritise 4Cs:

- creativity;
- collaboration;
- communication skills; and
- critical thinking.

Improvement Measures

Students achieve expected growth against the General Capabilities' Learning Continuum.

Improved student engagement data.

People

Students

Students are engaged as inquisitive and adaptable learners.

Staff

Sustained and collaborative PL empowers staff to collectively and systematically embed STEM and the demonstrated use of learning technologies to access information, build content and extend learning outcomes.

Leaders

Purposeful leadership enables a coordinated approach to:

- strategic PL in STEM and future focussed teaching and learning outcomes; and
- ensuring that our innovative classrooms are resourced and conducive to extending student outcomes.

Parents/Carers

Parents/carers engage as educational partners through their active support of future focussed, infrastructure initiatives.

Processes

Learning Technologies

Embed learning technologies through:

- explicit, experiential and integrated teaching and learning opportunities;
- strategic whole school resourcing; and
- networked collaboration and observation of best practice.

STEM

Embed inclusive, stand alone STEM classes through:

- a clearly defined whole school scope and sequence;
- coordinated resourcing across K–6; and
- collaborative supported practice and strategic PL.

Evaluation Plan

Tell Them From Me Surveys

Networked observation and feedback

Practices and Products

Practices

Students engage confidently and successfully with an information, communication and technology rich curriculum.

Information Literacy is explicitly delivered by the teacher librarian as an integrated approach to classroom Project Based Learning.

STEM classes are explicitly timetabled across a whole school teaching and learning framework.

Learning technologies are utilised to consolidate, extend and enrich student outcomes.

Products

Students:

- are enabled as creative, critical and collaborative learners; and
- utilise learning technologies as an educational amplifier to demonstrate and communicate learning.

Stand alone STEM classes enrich an inclusive and equitable school curriculum.

An embedded whole school approach to the explicit, experiential and integrated delivery of learning technologies across the curriculum.

Strategic Direction 3: A Connected Community

Purpose

To enable a community of learners through strong educational partnerships and a safe, caring and inclusive school culture in which students:

- *connect*;
- *succeed*;
- and *thrive*.

Improvement Measures

Improved student survey data around engagement, sense of belonging and advocacy.

Improved parent satisfaction survey data.

Increased % positive student behaviour.

People

Students

Students flourish within a positive learning climate and engage as respectful, responsible and resilient learners.

Staff

Sustained collaborative PL and the review wellbeing practices empowers staff to collectively and systematically support student wellbeing and embed *Grow Your Mind*.

Leaders

Purposeful school leadership supports a strategic whole school approach to student wellbeing and promotes collaborative educational partnerships to drive equitable outcomes and ongoing school improvement.

Parents/Carers

Parents/carers support holistic student outcomes through active engagement across all aspects of school life.

Community Partners

Collaborative community partnerships support ongoing performance improvement, enrich educational opportunities and outcomes, and build collective capacity.

Processes

Student Wellbeing

Implement a whole school approach to student wellbeing that is underpinned by *Grow Your Mind* and emphasises:

- a positive learning climate; and
- clearly defined wellbeing practices and behavioural expectations.

Educational Partnerships

Foster ongoing collaborative educational partnerships with the:

- Little Bay Community of Schools (LBCoS);
- Local AECG, and
- local Early Learning Centres.

Evaluation Plan

Tell The From Me Surveys

Momentum – wellbeing management system

Parent forums

Community consultation and feedback

Practices and Products

Practices

Grow Your Mind is embedded as a whole school approach to student wellbeing and wellbeing practices.

Systems of collaboration are developed, implemented and reviewed to support the collective capacity of the LBCoS, and educational partnerships with the AECG and local Early Learning Centres.

Products

Students are *known, valued and cared for* within a safe, caring and inclusive school setting, and enabled to *succeed, connect and thrive*.

A whole school approach to student wellbeing that has clearly defined practices and behavioural expectations.

The collective capacity of the LBCoS is enhanced through collegial networks and shared PL.

The local AECG is an embedded and critical reference point for lifting the educational outcomes of our Aboriginal and Torres Strait Islander students..

Strong collaborative partnerships with MSHS and Local Early Learning Centres supports the continuity of learning across key transition points.