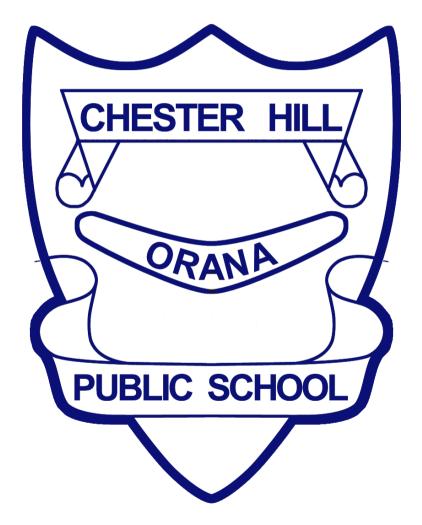# Strategic Improvement Plan 2021-2024

Chester Hill Public School 3698

School vision statement

At Chester Hill Public School we facilitate the achievement of every individual's academic potential in Literacy and Numeracy through our engaging positive and supportive learning environment. We are committed to ensuring that every student is known, valued and cared for and we strive to actively engage the school community through strengthening partnerships.

School context

School Context

 ChesterHill Public School is committed to providing innovative and enriched teaching andlearning experiences. The school has 670 students with 77% coming from non english speaking backgrounds. We have less than one percent indigenous students. Our 2021 Family and Occupation Index (FOEI) was 141.

Our early learningstrategy provides for flexible delivery of curriculum in the K-2 years,allowing students to progress through stage outcomes at a rate appropriate totheir needs and abilities. K-2 is supported through the provision of two Instructional leaders.

Years 3-6 are placed in classes that support andenable explicit teaching across all Key Learning Areas. Quality teaching, literacy and numeracyremain the principal areas of focus and these continue to be supported,developed and enhanced through professional learning and the purchase of teaching and learning resources.

Learning support programs include Best Start, Early Action for Success,InitiaLit, LAS, EAL/D, guided and home reading, and Focus on Reading. Numeracy support is actioned through the Quick Smart numeracy program .

Chester Hill Public School has extensive digital technology including Interactive Whiteboards in all classrooms, thelibrary, the community language room and the EALD room. Students have access to iPads, laptops, robotics and filming equipment.

All students participate in the Sports in Schools program. Students also able to represent the school in choir and dance activities through the school's participation inmajor district and regional concerts and festivals.

Grades K-2 participate in a school fun run and in stage sport and fitness activities.

Grades 3-6 participate in Summer andWinter Primary Schools Sports Association (PSSA) competitions as well asswimming, cross country and athletics carnivals. Students participate in avariety of extracurricular programs including the Koori club, the gardening club, the Planet Protector club, thePremier's Spelling Bee, the Premier's Reading Challenge, the Premier's Sporting Challenge, Debating and the District Public Speaking Competition.

To support and enhanceour Parents and Citizens associationand our focus of lifelong learning, a Community Hubleader and the Community Partnerships Officer work closely with parents to support increased involvement andlearning of all school stakeholders.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve reading and numeracy outcomes we will develop and embed multi tiered strategies and interventions that support students and increase student learning when applied.These practices will include explicit teaching, differentiation and feedback.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated target for reading:

Top 2 bands NAPLAN increase (uplift) of 7% from baseline.

Target year: 2022

Achievement of 2022 system negotiated target for numeracy:

Top 2 bands NAPLAN increase (uplift) of 6% from baseline.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

Curriculum - Excelling

Assessment - Excelling

Student performance measures - Excelling

Teaching:

Effective classroom practice - Excelling

Data skills and use - Excelling

Learning and Developing - Excelling

Initiatives

Reading

In Reading, we will embed whole school practices and processes for reading and comprehension with multi-tiered systems of support. These practices and processes will include:

- The selection of teaching strategies in relation to student learning needs for reading that support explicit teaching, feedback and differentiation in reading

- Professional learning on Tier 1, 2 and 3 instructional practices and data interpretation and updating school resources

- Quality assessment that informs instruction and systems and structures in place to record and analyse data, and engage in regular collaborative analysis of data with colleagues

Numeracy

In Numeracy, we will embed whole school practices and processes for teaching mathematics with multi-tiered systems of support. These practices and processes will include:

- The selection of teaching strategies in relation to student learning needs for numeracy that support explicit teaching, feedback and differentiation in numeracy

- Professional learning on Tier 1, 2 and 3 instructional practices and data interpretation and updating school resources

- Quality assessment that informs instruction and systems and structures in place to record and analyse data, and engage in regular collaborative analysis of data with colleagues

Success criteria for this strategic direction

Teaching and learning programs

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Differentiation

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement

Formative Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Summative Assessment

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels

NAPLAN

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy

Student growth

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Lesson planning

All lessons are systematically planned as part of a

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

8% uplift of 2-6 students growing 10 points on the PAT Reading test from baseline.

Target year: 2024

8% uplift of 2-6 students growing 10 points on the PAT Mathematics test from baseline.

Target year: 2024

10% uplift of K-2 students reaching InitiaLit benchmarks from baseline.

Target year: 2023

Achievement of 2023 system-negotiated targets: Expected Growth

Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 10% from baseline.

Target year: 2023

Achievement of 2023 system-negotiated targets: Expected Growth

Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 5% from baseline.

Success criteria for this strategic direction

coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities

Explicit teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth

Feedback

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Data literacy

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Data analysis

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Data in teaching

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning,

Success criteria for this strategic direction

assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Data in planning

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Literacy and numeracy focus

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Professional learning

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Instructional leadership

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

NAPLAN data

Scout - Value added data

Literacy and numeracy PLAN2 data

Progressive Assessment Tests

Student focus groups

InitiaLit data

Analysis:

Analysis will be embedded within the initiatives through progress and

implementation monitoring and will occur on an ongoing basis.

Implications:

The findings of the analysis will inform:

Future directions

Annual report

Strategic Direction 2: Ensuring a Successful school

Purpose

"No one has a problem with the first mile of a journey. Even an infant could do fine for a while. But it isn't the start that matters. It's the finish line." Julien Smith, The Flinch

"Don't mistake activity with achievement." John Wooden

"We must begin with the end in mind" - Steven Covey

The continually increasing complexities and challenges of schools in the 21st century must be matched with systems,procedures and policies that ensure robust compliance, accountability and support for all school stakeholders.

This strategic direction supports teachers, leaders and non-teaching staff in their ongoing development, which is critical to the progress and achievement of every student, teacher and school.

Having effective systems, procedures and policies in place will ensure that school and DoE initiatives are given the best opportunity to succeed and therefore ultimately successfully achieve the 2024 School Vision.

Improvement measures

Target year: 2022

A coordinated and targeted teaching,learning,assessment and reporting policy that supports the achievement of all state,regional and school improvement goals 2021 - 2024. (SD1 and SD3). Improvement will be measured by a 1.0 uplift as measured through the Tell Them From Me survey tool in the Teaching Strategies domain. from baseline data.

Target year: 2023

A whole school teaching, learning and assessment framework that will support and coordinate all state,regional and school improvement goals 2021 - 2024. (SD1 and SD3). Improvement will be measured by a 1.25

Initiatives

Teaching, Learning, Assessment and Reporting Policy 2021 - 2024

This policy will coordinate Teaching ,Learning, Reporting and Assessing across K-6 to ensure all components necessary for the success of the School Improvement Plan are in place.. These will be alighned with the Eight Drivers of Student learning in the Tell Them from me survey tool with emphasis on the teaching strategies domain.

It will include explicit school expectations, procedures, policies, milestones and timelines for:

- Finance, budgeting and resourcing requirements
- Human resources
- School and DoE expectations relating to teaching, learning, programming, assessing and reporting
- School Improvement Plan
- Performance Development Plans that are aligned to system, school and individual goals
- A calendar of mandatory department and targeted professional learning that aligns with the 5 elements outlined in the High Impact Professional Learning model.
- Flexibility and responsiveness to allow for changes occurring in DoE initiatives
- The policy and procedures professional learning for principals, executive, teachers and non-school based teachers

School Teaching, Learning, Assesssing and Reporting Framework

This framework encompasses a calendar to ensure all teaching, learning, reporting and assessing expectations are explicitly known by all staff. Events and initiatives that may impact on student learning are outlined and quality teaching initiatives are identified which support the school improvement goals of both Strategic directions one and

Success criteria for this strategic direction

- effective use of available human resources within a set period of time (as in the school calendar year) to drive desired improvement.
- changed practices of all school stakeholders
- improved student outcomes
- The leadership team embeds clear processes, with explicit understanding of expectations supported by accompanying timelines and milestones
- Staff have clear expectations of what they need to do to address the school plan's strategic directions and meet the school's improvement measures.

Evaluation plan for this strategic direction

Question: How will we demonstrate that initiatives are completed and the purpose met?

Data:

- *Completion of the the CHPS professional learning Policy*
- *Tell them From Me survey responses*
- In school and MyPl data to be collected and assessed by the Ensuring a Successful school committee by analysing PL data from 2019 / 2020 to measure better alignment with strategic Direction goals and ongoing completion of mandatory training.
- Staff survey to review clarity, timeliness , functionality and usefulness of the policy
- Completion of the CHPS Teaching ,Learning, Assessing and reporting framework
- Review of framework by the Ensuring a Successful School committee to gauge content to update or include missing or extraneous data
- Survey staff to get feedback on the content, practicality and usefulness of the calendar.
- Evaluate the alignment of the calendar with Strategic

Chester Hill Public School (3698) -2021-2024

Strategic Direction 2: Ensuring a Successful school

Improvement measures

uplift from baseline data in the Data Informed practice domain of the Tell them From Me survey tool.

Target year: 2024

A whole school teaching, learning, assessing and reporting culture that will support and coordinate all state,regional and school improvement goals 2021 - 2024. (SD1 and SD3). Improvement will be measured by a 1.0 uplift in the Leadership domain and a further 0.5 uplift both from baseline data in Data Informed Practice domain of the Tell them From Me survey tool.

Initiatives

three. These will be alighned with the Eight Drivers of Student learning in the Tell Them from me survey tool with emphasis on the data informed practice domain.

The calendar will communicate timeline expectations for:

- Teaching and learning programs
- Professional Learning dates and content (including DoE mandatory requirements and school professional learning meetings)
- Student assessment testing schedule
- Data gathering and analysis timeline, including data conversations
- Student Reporting yearly overview
- Professional Development Plans consultation, completion, review and yearly sign off dates
- Observations and feedback sessions scheduled (Quality teaching mentor, Beginning teachers, Executive mentoring)
- Personalised Learning, behaviour support and ATSI plans
- Community engagement initiatives identified
- Major school, region and state events (e.g. NAPLAN, Education Week, Ramadan / EID, sporting)
- Positive Behaviour for Learning events

School Funded Human Resources Management and Guidelines Policy

With a very high Fammily,Occupation and Education Index (FOEI) and a large student population increased funding has enabled the school to engage an increasing number of specialist teachers and administration staff. The numerous complexities of engaging staff across different sectors has precipitated the need for these guidelines. These will be alighned with the Eight Drivers of Student learning in the Tell Them from me survey tool with emphasis on the domains of leadership and data informed practice. .

Evaluation plan for this strategic direction

Direction One

- Collation and analysis of both internal and external data for the development of the 2023-2024 calendar
- Completion review and implementation of HR Guidelines document

Analysis:

- To be completed at the point in time as referred to each individual initiative on an ongoing basis

Implications:

- Drawn from the data and evidence which will inform the current and the next School Improvement Planning cycle

Strategic Direction 2: Ensuring a Successful school

Initiatives

Areas to be addressed within the guidelines include the following: (this is not an exhaustive listing)

- Funding requirements
- Personnel / recruitment policy and procedure information
- New staffing application methodology
- DoE/ NESA compliance
- evaluation of position jjudged against criteria
- Data / evidence collection tools and framework
- Other

Strategic Direction 3: Connected community

Purpose

The whole school community wellbeing is enhanced when the school connects with and draws on the expertise, contribution and support of their communities. The school will implement initiatives that build on the development of quality teaching, learning and engagement. Community engagement strengthens structures to enable students to maximise their achievements.

Improvement measures

Target year: 2022

Achieve the system negotiated target of an uplift from baseline data of 5.78% of year 4 - 6 students having a positive sense of wellbeing.

Target year: 2022

Achieve the system negotiated target of an uplift from baseline data of 6.63% of students attending school 90% of the time or more

Target year: 2022

Achieve the school negotiated target of an average uplift from baseline data of 1% of students attending the whole school Blue Reward Activities for the year.

Target year: 2022

Achieve the school negotiated target of an average uplift from baseline data of 2% of parents engaged in student learning and family wellbeing for the year.

Initiatives

Community engagement in student learning

The whole school community actively engages in improving student outcomes by

- implementing evidence based, high impact classroom practices that create a classroom environment where all students are fully engaged in their learning and achieving their full potential.

- the whole school community values attendance and students attendance at school is supported through implementing evidenced based procedures

- developing strong communication and processes that develop parents' deep understanding and active participation in their child's learning journey

Strong community sense of wellbeing

A community with a strong sense of wellbeing allows all members to achieve their best. This is achieved through:

- implementing evidence and researched based programs that develop students' positive sense of wellbeing

- implementing programs that scaffold the whole school community to develop strategies to maintain a strong sense of wellbeing allows them to achieve their best.

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can

Strategic Direction 3: Connected community

Evaluation plan for this strategic direction

demonstrate impact and improvement of student wellbeing?

Data:

We will use a combination of data sources. These will include:

- Tell Them From Me Data
- Focus groups
- Surveys
- Plan2 Data
- Adjusted Learning Plans
- Teaching and Learning Programs
- Scope and sequences
- Meeting agendas and minutes
- PAT assessment data
- PBL Data - behavioural and rewards
- MultiLit Data
- NAPLAN
- SCOUT
- Speech and Occupational Therapists reports
- Online platforms usage data
- Participation data
- Attendance data
- Parent involvement data

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

Chester Hill Public School (3698) -2021-2024

Strategic Direction 3: Connected community

Evaluation plan for this strategic direction

The indings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).