

Strategic Improvement Plan 2021-2024

Chifley Public School 4299



School vision and context

School vision statement

Chifley Public School Vision

To empower our students through opportunity and excellence in educational practice.

Chifley Public School Mission Statement

Chifley Public School will deliver equitable, high quality educational opportunities through high level commitment in all areas of learning.

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 wellbeing underpins our teaching & learning framework to support our students as compassionate, resilient, confident and successful learners. Grow Your Mind provides a whole school language around wellbeing, wellbeing practices, response strategies, our social connections and positive school engagement.

Individual learning needs are targeted through evidence based teaching and learning programmes and a rigorous, relevant and engaging curriculum.

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, electronics, 3d engineering and virtual & augmented reality.

A rich co-curricular programme extends broad educational opportunities 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.

Strategic Direction 1: Student growth and attainment

Purpose

To drive student success and deliver clear and measurable progress through explicit teaching & learning, effective feedback and a culture of high expectations.

Improvement measures

Target year: 2022

Numeracy

- 32% of Year 3 and 5 students in the top 2 NAPLAN bands

Target year: 2022

Reading

- 41.5% of Year 3 and 5 students in the top 2 NAPLAN bands

Target year: 2023

Numeracy

- 61.4% of Year 5 students achieve expected growth in NAPLAN

Target year: 2023

Reading

- 78.6% of Year 5 students achieve expected growth in NAPLAN

Target year: 2024

School Excellence Framework - Learning Domain:

- Learning Culture - Excelling
- Wellbeing - Excelling

Initiatives

Learning Culture

Teachers develop and sustain a culture of high student expectations and foster a safe, positive and stimulating learning environment by:

- consistently challenging all students to learn new things;
- establishing clear and consistent expectations for learning and engagement;
- guiding and supporting students towards meeting expectations;
- developing high-quality student-teacher relationships;
- providing structure, predictability and opportunities for active student participation in the classroom; and
- combining preventative and responsive classroom management strategies.

Classroom Practice

Teachers prepare for explicit teaching that reflects prior knowledge.

Teachers explain, model and guide learning, and ensure clear, concise and visually referenced learning intentions and success criteria.

Teachers monitor progress and check for understanding.

Teachers provide feedback about performance and effort by:

- Reflecting and communicating about learning tasks with students;
- Providing students with timely, actionable and outcome based feedback about what they need to do to achieve growth as a learner;
- Negotiating learning goals and encouraging students to self-assess, reflect and monitor their work; and

Success criteria for this strategic direction

Learning partnerships and a culture of aspirational expectations are evident.

A consistent school-wide approach to student engagement at school (in and out of class) promotes positive and respectful relationships to ensure optimum learning conditions.

A whole school approach to evidence based teaching ensures all students:

- understand why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they succeed; and
- are given opportunities and time to check understanding, ask questions and routinely give and receive feedback about aspects of performance.

Evaluation plan for this strategic direction

Quantitative and qualitative data sources are triangulated, systematically analysed and aligned against the School Excellence Framework. Data sources include:

- NAPLAN/Scout data - granular, aggregate and value added; and
- Tell Them From Me (TTFM).

Strategic Direction 1: Student growth and attainment

Improvement measures

School Excellence Framework - Teaching Domain:

- Effective Teaching Practice - Excelling

Initiatives

- Ensuring that students act on feedback that they receive.

Strategic Direction 2: Systems of collaboration

Purpose

To embed systems of collaboration and data driven practice.

Improvement measures

Target year: 2024

School Excellence Framework - Learning Domain:

- Assessment - Excelling
- Student Performance Measures - Excelling

Target year: 2024

School Excellence Framework - Teaching Domain:

- Data Skills and Use - Excelling
- Professional Standards - Excelling
- Learning and Development - Excelling

Target year: 2024

School Excellence Framework - Leading Domain:

- Educational Leadership - Excelling
- School Planning, Implementation and Reporting - Excelling

Initiatives

Collaborative Practice

Literacy and numeracy committees plan, resource, implement and review strategic literacy and numeracy priorities.

Teaching teams work collaboratively to ensure a coordinated approach to student assessment, data informed practice and that teaching & learning programmes are responsive to individual learning needs.

Class teachers and Learning Support teacher ensure the triangulation of data sources and that performance and progress is tracked and across the school.

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

Professional Learning

Professional learning aligns against strategic literacy and numeracy priorities to collectively understand and systematically embed whole school practices.

PDPs are collegially developed to support capacity building, professional reflection/practice and quality teaching & learning.

Success criteria for this strategic direction

Explicit systems of collaboration are deliberate and an embedded part of ongoing school improvement.

Student assessment is regular/planned and formative and summative data sources are triangulated to ensure reliability.

Teaching & learning programmes are evidence based, differentiated and responsive to individual learning needs.

Performance and progress is systematically/longitudinally tracked.

Teachers respond to performance trends at an individual, group and whole school level.

Evaluation plan for this strategic direction

Systems of collaboration are aligned against the School Excellence Framework. Data sources include:

- Internal & external student assessment data;
- Systems of reflection and data review - executive, collaborative teams and whole school;
- Tell Them From Me (TTFM); and
- Professional Development Plans (PDPs).

Strategic Direction 3: A community of learners

Purpose

To enable students to *connect, succeed* and *thrive* as a community of learners.

Improvement measures

Target year: 2022

Wellbeing

- 89% of students reporting positive wellbeing.

Target year: 2022

Attendance

- 77.7% of students attending >90% of the time.

Target year: 2024

School Excellence Framework - Learning Domain:

- Learning Culture (Attendance) - Excelling
- Wellbeing - Excelling

Initiatives

Wellbeing and Engagement

Embed a whole school approach to student wellbeing, evidence based wellbeing practices and positive student engagement through:

- proactively teaching healthy coping strategies, resilience and self regulation;
- building a positive learning environment characterised by supportive relationships and regular interaction with each student;
- sustained collaborative & applied professional learning;
- supporting individual developmental milestones in consultation with parents & carers and external agencies; and
- developing network/community wellbeing partnerships to support collective capacity.

Attendance

Streamline whole school approach to student attendance and ensure collective efficacy around absence procedures and attendance expectations.

The Learning Support Team supports improved student attendance rates by:

- routinely monitoring and communicating student attendance/partial attendance data;
- ensuring that attendance/partial attendance data informs planning; and
- working in close partnership with parents & carers to improve attendance patterns for all students, including those at risk..

Success criteria for this strategic direction

A whole school, collective responsibility for student learning and success is evident.

Wellbeing practices promote social, emotional, behavioural and intellectual student engagement.

Respectful and positive relationships are evident across the school community.

Learning Support Team ensures wellbeing, engagement and attendance plans are embedded practice for all students.

Wellbeing, engagement and attendance practices are informed, professionally supported and routinely and collectively planned, implemented, monitored and reviewed.

Consistent and systematic whole school absence procedures and personalised attendance strategies support improved granular and aggregate attendance patterns.

Evaluation plan for this strategic direction

Student wellbeing, engagement and attendance data sources are triangulated, systematically analysed and aligned against the School Excellence Framework. Data sources include:

- Tell Them From Me (TTFM);
- Momentum - wellbeing management system;
- Attendance data; and
- Personal Attendance Plans.