

Strategic Improvement Plan 2021-2025

Chatswood Public School 7409



School vision and context

School vision statement

Chatswood Public School nurtures, inspires and engages all learners to reach their full potential. Students are at the heart of our school and we empower them to become critical, creative and successful life-long learners through an innovative curriculum. In partnership with our community, we celebrate diversity in an inclusive environment that acknowledges Indigenous history.

School context

Chatswood Public School is an NSW Public School located on Sydney's north shore and was founded in 1883.

The current school enrolment for K-6 students is 1225 students, with 89% of our students from non-English speaking backgrounds that represent a wide variety of cultural groups, primarily Chinese, Korean and Indian. Chinese and Korean community language programs are offered to students. An emphasis on inclusivity, and celebrating the differences existing throughout our student population, strengthens our school community.

The school delivers quality learning programs addressing the needs of all learners, including two opportunity classes for gifted students, Korean Bilingual classes and a Multi-Categorical Class. Modelled, guided and independent instruction is evident in daily practice and programs.

The school has a proud tradition of achievement in the creative arts with outstanding established programs in music and provides students with the opportunity to participate in a wide range of extra-curriculum activities. The involved parent body contributes to the inclusive culture that supports all students and ensures that everyone achieves to his or her potential.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will embed professional learning models to guide evidence based practices through the use of data.

Improvement measures

Numeracy growth

Achieve by year: 2023

There has been an increase in the average score in the numeracy Check-in assessment for 2023 Year 4 & Year 6 cohort. Comparing Term 4 2022 Check-in assessments to Term 4 2023 Check-in assessment (Term 3 for Year 6).

Reading growth

Achieve by year: 2023

There has been an increase in the average score in the Reading Check-in assessment for 2023 Year 4 & Year 6 cohort. Comparing Term 4 2022 Check-in assessments to Term 4 2023 Check-in assessment (Term 3 for Year 6).

Achieve by year: 2025

All staff embed differentiated practices in literacy and numeracy into their teaching and learning.

Initiatives

Explicit and Systematic Teaching of Numeracy

Targeted, differentiated instruction which is organised to engage, challenge and provide optimal quality educational opportunities for all students in numeracy.

- Professional learning in the use of the Mathematics Syllabus and progressions.
- Use of numeracy progressions to personalise learning and differentiate teaching for all students as well as track progress and growth.
- Embed and use professional learning models to build teacher capability and collective pedagogical practice.
- Expertly use data to ensure our instruction is purposeful, targeted and relevant to all students.
- Implement Learning Walks to target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth.

Explicit and Systematic Teaching of Reading

Targeted, differentiated instruction is organised to engage, challenge and provide optimal quality educational opportunities for all students in reading.

- Professional learning in evidence-based practices in teaching reading.
- Professional learning in the use of the English Syllabus and progressions.
- Embed student assessment data to inform differentiated practices through processes such as Case Management and Data Walls (Lyn Sharratt).
- Use of literacy progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Implement Learning Walks to target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth.
- Embed explicit systems for teacher collaboration and feedback to sustain quality teaching practices.

Success criteria for this strategic direction

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.

Teaching and learning programs are dynamic, systematically planned and adjusted to support learning and increase challenge for all students.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Modelled, guided and independent instruction is evident in daily practice and programs.

All teachers employ evidence based effective teaching strategies into their daily practice.

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 of measures of the strategic direction

- NAPLAN
- Learning Walks
- Pre and Post assessment
- Literacy and Numeracy - PLAN2
- Interview for Student Reasoning
- Check-in Assessment
- Teacher Surveys
- Student Work Samples
- Evaluation of numeracy and reading programs
- Focus Group Interviews for teachers and students
- Tell Them From Me Survey
- Student Focus Groups

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- PM, Fountas & Pinnell Benchmark systems
- Phonics Screening Assessment
- Phonological Awareness Assessment
- EALD School Excellence Framework
- EALD Learning Progressions
- ESL Scales

Strategic Direction 2: Engage

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

In order to maximise student outcomes and ensure that they achieve their full potential, the learning is to be visible. Students become capable, motivated and reflective learners who receive and apply feedback in a timely manner.

Improvement measures

Achieve by year: 2022

All teaching and learning programs effectively meet NESA requirements.

Achieve by year: 2025

All teachers clearly understand, develop and apply a full range of assessment strategies to reflect on teacher effectiveness.

Achieve by year: 2025

All teachers are trained in using a range of formative and summative assessments to monitor student progress and set learning targets in literacy and numeracy.

Achieve by year: 2025

All students articulate their learning goals in consultation with teacher and parents twice a year.

Achieve by year: 2025

Visible learning strategies that support student understanding of 'where to next' are embedded and evident in classroom practice.

Initiatives

Making Learning Visible

A whole school systematic approach to making learning visible will be embedded into all classroom environments allowing students to understand and implement feedback into their learning.

- Implement whole school professional learning to embed visible learning in order to improve student learning outcomes.
- Teachers work in teams to collaboratively develop, implement and showcase visible learning strategies that support student understanding of 'where to next'.
- Students are given time to reflect on their learning and implement feedback.
- Parents understand visible learning practices and the benefits to their child's learning.

Curriculum, Assessment and Reporting

Teaching and learning programs across the school will show evidence that they are adjusted to address individual student need and address policy.

- Implement whole school professional learning to ensure teaching and learning programs are meeting NESA requirements.
- Collaboratively develop, implement and review K-6 scope and sequences and syllabus documents to meet NESA requirements.
- Development of systematic and reliable assessment practices K-6.
- Implementation of a parent communication process.
- The development of a centralised reporting system that has personalised and comprehensive information about student learning, growth, next steps and improvement measures.

Success criteria for this strategic direction

Teachers routinely review learning with each student both in class and on work submitted, assuring all students have a clear understanding of how to improve.

Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Feedback from students on their learning derived from assessments informs further teaching.

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.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

All teaching and learning programs are systematically planned, referencing student information such as progress, achievement data, curriculum requirements, student feedback, leading to continuous improvement for all students.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Assessment for, as and of learning is practiced expertly in daily classroom instruction.

The school uses a centralised reporting system for developing personalised and comprehensive information about student learning, growth, next steps and improvement measures.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly

Strategic Direction 2: Engage

Evaluation plan for this strategic direction

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:

- Learning walks.
- School Capability Assessment Baseline data.
- Mindframes Survey Baseline data - All staff.
- School Matrix: Completed prior to Evidence Into Action Day.
- Evidence Into Action: Tools for Leaders.
- On-going teacher feedback collected.
- Instructional Rounds
- Tell Them From Me
- Program Evaluations
- Exit Slips
- HPGE Evaluative Tool
- EAL/D School Evaluation Framework

Strategic Direction 3: Nurture

Purpose

An integrated, comprehensive and holistic approach to wellbeing is needed in order to maximise student outcomes, connection and engagement. In partnership with parents and the community, students are given a voice and strategies to feel safe and supported.

The situational analysis identified a need to have a united cohesive community that ensures all learners' needs are catered for in the preparation for our new school environment. This will enable all learners to be equipped to participate and engage in our evolving society. Learners need to develop the skill set to be cooperative, collaborative and critical and creative thinkers.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

An increase of 6% of students attending school.

Wellbeing

Achieve by year: 2023

Increase in students reporting a strong sense of belonging and advocacy to 90.2%.

Achieve by year: 2025

All staff use embed and explicit wellbeing systems that facilitate collaboration and collective efficacy.

Achieve by year: 2025

All teachers collaborate cohesively and confidently in their planning and programming of learning experiences.

Achieve by year: 2025

Students are able to self regulate in flexible learning spaces in a collaborative, critical and creative manner.

Initiatives

Wellbeing

A strategic, holistic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Create and implement a whole-school wellbeing approach with consistent language, expectations, rewards and consequences.
- Implement a program that promotes healthy, safe and positive life choices through the explicit teaching of social and emotional skills.
- Collaborate with parents and community groups to improve understanding in the area of wellbeing.
- PL on wellbeing approaches and programs and support in implementation of these.

Flexible, Adaptable, Collaborative, Learning Environment (F.A.C.E) New Build

Effective integration of contemporary learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world.

- All stakeholders are able to identify, self-reflect and utilise the learning dispositions that are integrated into teaching and learning environments.
- Students thoughtfully and flexibly navigate through the learning spaces to best suit their learning needs whether working individually or in groups.
- Teachers are collaborative, cohesive and confident in their planning and programming of learning experiences.
- All teachers are using different methods of co-teaching confidently and cooperatively.
- Technology is integrated into all learning environments effectively.

Success criteria for this strategic direction

The school will implement a systematic evidence-based whole school wellbeing approach with consistent language, expectations, rewards and consequences.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and applied across the school with support.

There is school-wide, collective responsibility for learning and success to allow students to articulate their strengths, areas for growth and goals to their teachers and parents.

Students develop social and emotional skills to support connection in their relationships with peers and identified staff members who provide advice, support and assistance to help students fulfil their potential.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies.

Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Strategic Direction 3: Nurture

Success criteria for this strategic direction

Technology that supports learning is available and expertly integrated into lessons by teachers.

Teaching staff demonstrate and share their expertise. Teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. The leadership team deploys teaching staff to make best use of available expertise to meet the needs of students.

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:

- Learning walks.
- Instructional Rounds
- Pre and post evaluation via Google forms
- Student voice
- SEF Wellbeing Framework
- On-going teacher feedback collected.
- SLEC Evaluation