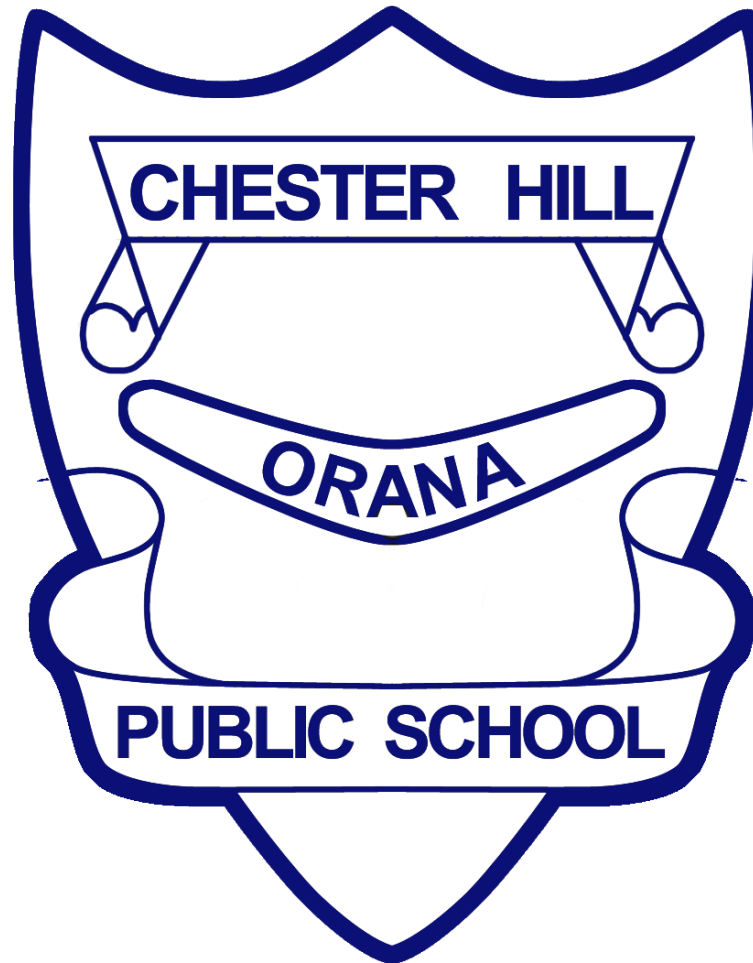# Strategic Improvement Plan 2023-2026

Chester Hill Public School 3698

School vision and context

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

Chester Hill Public School is committed to providing innovative and enriched teaching and learning 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 learning strategy provides for flexible delivery of curriculum in the K-2 years,allowing students to progress through stage outcomes at a rate appropriate to their needs and abilities. K-2 is supported through the provision of two Instructional leaders.

Years 3-6 are placed in classes that support and enable explicit teaching across all Key Learning Areas. Quality teaching, literacy and numeracy remain 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, the library, 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 are also able to represent the school in choir and dance activities through the school's participation in major 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 and Winter Primary Schools Sports Association (PSSA) competitions as well as swimming, cross country and athletics carnivals. Students participate in a variety of extracurricular programs including the Koori club, the gardening club, the Planet Protector club, the Premier's Spelling Bee, the Premier's Reading Challenge, the Premier's Sporting Challenge, Debating and the District Public Speaking Competition.

To support and enhance our Parents and Citizens association and our focus of lifelong learning, a Community Hub leader and the Community Partnerships Officer work closely with parents to support increased involvement and learning 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

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Wellbeing
Achieve by year: 2023

Increase thte proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School

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 be achieved by:

- The creation of school wide Tier 1, 2 and 3 instructional practices and routines for the teaching of essential aspects reading (phonics, fluency, vocabulary, comprehension strategy instruction) and writing. *(High expectations, Explicit teaching, Effective feedback)*
- 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. *(Assessment, Use of data to inform practice, Collaboration)*
- Building resources and strategies to improve background knowledge and the reading culture across the school

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 be achieved by:

- The selection of evidenced informed teaching strategies and routines in relation to student learning needs for numeracy that support explicit teaching, feedback and differentiation in numeracy. *(High expectations, Effective feedback)*
- The creation of school wide Tier 1, 2 and 3 instructional practices for the teaching of numeracy that build student knowledge and problem solving abilities. *(Explicit teaching)*
- 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. *(Assessment, Use of data to inform practice, Collaboration)*

Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve in reading and numeracy outcomes. (**L:** Learning Culture - *High Expectations: Excelling*)

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. (**L:** Curriculum - *Teaching & Learning Programs: Excelling*)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (**L:** Assessment - *Whole school monitoring of student learning: Excelling*)

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. (**T:** Effective Classroom Practice - *Explicit Teaching: Excelling*)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (**T:** Data Skills and Use - *Data us in teaching: Excelling*)

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. (**L:** Wellbeing - *Individual Learning Needs: Excelling*)

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Initiatives

- Development of a positive self concept towards numeracy through appropriately challenging tasks and experiences.

Differentiation

Using data to inform and evaluate differentiation of content, process, product and/or learning environments for all learners, including high potential learners, those needing interventions to support learning and wellbeing practices. This will be achieved by:

- Learning needs for individual students are met through a consistent understanding of differentiated curriculum, evidence-based practices and individual learning plans developed as necessary.
- A consistent language of learning underpinned by a school culture of dispositions and processes that support students to become active learners.
- Universal and tiered interventions are implemented to cater for the diverse wellbeing needs of individual students to support all children to connect, succeed and thrive.

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:

Question:

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

Data:

- NAPLAN
- Check In
- Progressive Assessment Tests
- InitiaLit
- Formative Assessment
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis
- Tell Them From Me

Analysis:

Analysis will be embedded formatively within the initiatives by measuring evidence of impact and implementation. The school will review progress towards the improvement measures annually and be guided by the following questions:

1. Where are we going? (Goal consensus)

2. Where are we now? (Assess prior knowledge & skill)

3. How do we move learning forward? (Evidence-based

Evaluation plan for this strategic direction

strategy to maximise impact)

4. What did we learn? (Growth & achievement measures)

5. Who benefited and who did not? (Consider barriers to learning and how to remove them)

Implications:

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures

Strategic Direction 2: High quality effective teaching

Purpose

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Explicit Teaching
Achieve by year: 2026

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Data Literacy
Achieve by year: 2026

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

To build high quality teaching capacity

All teachers develop the capacity to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies through a developing a culture of observation and collaboration. This will be achieved by:

- Work with colleagues to use class, cohort and school data to inform co-planning such as lessons and assessments.

- Regularly participating in structured lesson observations that focus on how different teaching approaches impact on student learning

- Reflecting on the balance of teacher-directed, teacher-guided and student-directed learning within a lesson and across a unit of study.

- Providing purpose and relevance for learning through clear and concise learning intentions and success criteria. Learning is supported by high-quality exemplars, containing detailed annotation.

- Using a combination of feedback strategies to provide students with information that is timely and informs future learning.

Explicit teaching through data informed procedures

All teachers confidently analyse student assessment data regularly to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. This will be achieved by:

- Use regular formative assessment to understand students' strengths and areas for improvement to inform 'Where to next?' for students.

- Using a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and

Success criteria for this strategic direction

- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. (**T:** Effective Classroom Practice - Explicit teaching*: Sustaining & Growing)*

- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. (**T:** Effective Classroom Practice - Feedback*: Sustaining & Growing)*

- 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. (**T:** Data Skills and Use - Data literacy*: Excelling)*

- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (**T:** Data Skills and Use - Data use in teaching*: Excelling)*

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:

Question:

Have all teachers developed the capacity to implement the most effective explicit teaching methods?

Data:

- Teaching and learning programs

Chester Hill Public School (3698) -2023-2026

Initiatives

evaluate the effectiveness of lessons.

- Engaging in collaborative analysis of data with colleagues.
- Building systems and structures to record data that has been collected.
- Prioritising professional learning in effective and efficient use of data.

Evaluation plan for this strategic direction

- Assessment folders
- KLAs scope and sequences
- Professional learning evaluations
- Observations
- PDPs

Analysis:

Analysis will be embedded formatively within the initiatives by measuring evidence of impact and implementation. The school will review progress towards the improvement measures annually and be guided by the following questions:

1. Where are we going? (Goal consensus)

2. Where are we now? (Assess prior knowledge & skill)

3. How do we move learning forward? (Evidence-based strategy to maximise impact)

4. What did we learn? (Growth & achievement measures)

5. Who benefited and who did not? (Consider barriers to learning and how to remove them)

Implications:

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures

Strategic Direction 3: Learning partnerships

Purpose

The whole school community is enhanced when we engage parents/carers and the community in student learning . The school will involve parents/carers and the community in Literacy and Numeracy learning initiatives to enable students to maximise their achievements.

Involvement is defined as family and community attendance at or participation in school led activities that create general opportunities for family community school interactions, without an explicit focus on supporting student learning outcomes.

Engagement builds on the relationships developed through family and community involvement, deepening and transforming these relationships for the explicit purpose of supporting student learning outcomes. It fosters collaborative relationships with the aim o festablishing and achieving shared goals for student learning outcomes. Engagement activities seek torecognise and leverage existing capabilities and equipand empower all stakeholders to best support studentlearning outcomes. outcomes

Improvement measures

Increased Parental Involvement
Achieve by year: 2026

Parents/carers and the community are committed to engaging in school events and activities to improve student learning outcomes.

Attendance <80%
Achieve by year: 2023

Decrease proportion of students attending <80% of the time

Initiatives

Parental Involvement in Student Learning

The whole school community actively engages in improving student learning outcomes by:

- valuing attendance

- supporting student attendance through the implementation of evidence based procedures

- ensuring parents and the wider community are well informed of school events and initiatives

- organising school events to cater the the needs of the diverse school community as a whole

- actively participating in the school and helping students to make positive connections (WBF: Connect)

Parental Engagement in Student Learning

Engagement entails a sense of connection with an activity or with a place. If parents have a sense that the school is a place to which they belong, then they are more likely to attend school activities and initiatives. This is achieved by:

- the schools participation in the Parent Partnerships Learning Ecosystem Program

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

- initiating and implementing programs which develop parent knowledge and understanding of the school curriculum in Literacy and Numeracy

- parents and the broader community engaging in and supporting student learning (WBF: Succeed)

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (**L:** Learning Culture - *Attendance: Sustaining & Growing*)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (**L:** Learning Culture - *High expectations: Excelling*)

Effective partnerships in learning with parents mean students are motivated to deliver their best and continually improve. (**L:** Learning Culture - *High expectations: Excelling*)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. (**L:** Wellbeing - *Individual learning needs: Excelling*)

Teachers involve students and parents in planning to support learning, and share expected outcomes. (**L:** Curriculum- Differentiation: *Excelling*)

Students and parents understand the assessment approaches used in the school and their benefits for learning. (**L:** Assessment- *Student Engagement: Excelling*)

Teachers directly and regularly engage with parents and the community to improve understanding of student learning and strengthen student outcomes. (**L:** Reporting - *Parent Engagement: Excelling*)

Reporting to parents has been enhanced in response to feedback received. Parents have a broad understanding understanding of school reports. (**L:** Reporting - *Parent Engagement: Excelling*)

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. (**T:** Data Skills and Use - *Data use in planning: Excelling*)

Strategic Direction 3: Learning partnerships

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:

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing?

Data:

We will use a combination of data sources which may include:

- TTFM
- Focus Groups
- Surveys
- Meeting agendas and minutes
- NAPLAN
- Check in Assessments
- School based data
- Participation Data
- Parent Involvement data

Analysis:

Analysis will be embedded formatively within the initiatives by measuring evidence of impact and implementation. The school will review progress towards the improvement measures annually and be guided by the following questions:

1. Where are we going? (Goal consensus)

2. Where are we now? (Assess prior knowledge & skill)

3. How do we move learning forward? (Evidence-based strategy to maximise impact)

4. What did we learn? (Growth & achievement measures)

Strategic Direction 3: Learning partnerships

Evaluation plan for this strategic direction

5. Who benefited and who did not? (Consider barriers to learning and how to remove them)

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures