

School plan 2018-2020

Chatswood Public School 7409



School background 2018–2020

School vision statement

1. **Quality Teaching and Leadership [Quality Teaching Rounds]** will create a place of **excellence in a caring and enriching environment** which Chatswood Public School is committed to through excellence in **learning, teaching, and leading**.

2. Our **Real World Connections [Global connections]** will contribute to a place of **excellent learning**, where students are encouraged to achieve their full potential in their academic, creative, personal, physical and moral development by connections to other students in other culturally diverse situations.

3. **Shaping Creative Lifelong Learners [Future-Focused Learning]** is Chatswood Public Schools vision of the future by creating a place of **excellent teaching**, where collective responsibility for student improvement is achieved through the observation and evaluation of colleagues' practices resulting in a strategic and transparent learning culture; and a place of **excellent leadership**, where the highest levels of learning will be supported in the future via the creation of a self-sustaining and self-improving educational community.

Through these three **Strategic Priorities, [and our Projects]** our school leaders are dedicated to fostering a school-wide culture of high expectations and collaborative responsibility for student engagement, learning, development, and success. (School Excellence Framework Jan 2015).

School context

At Chatswood Public School, 89% of our students come from non-English speaking backgrounds (NESB), and we are proud that our school is both culturally sensitive and responsive to student and community needs. This emphasis on inclusivity, and celebrating the differences existing throughout our student population, continues to strengthen our school.

The school enjoys close ties with its community and its range of programs acknowledges both community and individual student needs. Special programs for gifted and talented students are conducted, including Opportunity Classes (OC), Bilingual Classes, STEM classes, a Multi-Categorical Class and individualised programs for students with varying intellectual and physical disabilities are followed throughout the school. The school has extensive LOTE programs in both Chinese and Korean.

The school has a proud tradition of achievement in the Creative Arts with outstanding established programs in Visual Arts and Music. More recently, opportunities for students to participate in the Performing Arts have expanded in the areas of Dance and Drama.

A Confucius Classroom on the main campus provides opportunities for our students to access Chinese cultural knowledge and experiences.

Our key programs are hugely successful, providing our students with challenging and rewarding experiences. These include:

1. an outstanding academic program with 60% of Year Six students accessing Selective High Schools and the school performing at the highest level in NAPLAN;
2. music programs (instrumental and choral) earning the Director-General Excellence Award;
3. dance and physical fitness programs for all students taught by specialist teachers;
4. enriching Gifted and Talented programs;

School planning process

A series of consultations for the 2018–2020 school plan were conducted from terms 3 and 4, 2017 to term 1, 2018 with opportunities for the whole school community to participate.

The principal and deputy principals led school internal discussions in consultation with a wide range of school and community stakeholders as well as with the director of public schools.

Consultations for the school plan 2018–2020 occurred in different ways including:

1. being displayed on the School website; in the school weekly newsletter; TTFM surveys; variety of meetings with focus groups such as NESB parent meetings, School assemblies, and P&C meetings.

Feedback:

- Parents, students and staff feedback clearly identified a vision around Excellence in a caring and enriching environment. Further it was noted that Chatswood Public School is delivering excellence in Learning, Teaching and Leading.
- The whole school community has shown a positive attitude towards our school strategic directions for our students' learning (shaping creative lifelong learners) underpinned by a strong base of Quality teaching and leadership. They understood the importance of the directions of real world connections.
- Parents want a better understanding of syllabuses of what and how we teach and learn and they want to be shown ways of helping their children academically, socially and emotionally.
- Parents want to be informed about our school three projects' progression in the future.
- Students want more extracurricular activities opportunities for them e.g. Robotic clubs (the school

School background 2018–2020

School vision statement

School context

5. a commitment to Asian Literacy with all students learning either Chinese or Korean;
6. teacher exchange program with Coonamble Public School;
7. multicultural education, earning the Director–General Excellence Award;
8. well established Confucius Classroom to support neighbouring schools;
9. extensive Sister School program (Korea, China and New Zealand), including visits from principals, staff and students;
10. overseas student excursion to visit Korean sister school; and
11. a comprehensive and engaging extra–curricular program.

School planning process

offers more than 30 extra–curricular activities throughout the year). Some clubs are more popular than others.

- Teachers are open to exploring the strengths and expertise of other staff who have different experience. They want to engage deeply with the syllabuses and map student literacy and numeracy achievement more closely (TEN, PLAN, and L3K). They are open to opportunities for collaboration to improve their teaching practice.
- The school's leaders want more teachers to be accredited at the higher levels (Accomplished and Lead) by the NSW Education Standards Authority (NESA).

Future directions:

Our school will inform the whole school community of the school's priorities and projects' milestones throughout the year.

Support will be provided to our staff to develop effective, high quality teaching practice through the Quality Teaching Rounds project and professional development opportunities for Global Connections and Future–Focused Learning.

The leaders will increase leadership opportunities for staff and students each year.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Teaching and Leadership

Purpose:

- To build and support a collaboration learning workplace;
- To evaluate what works well, particularly in the classroom;
- To affirm, share and celebrate our successes;
- To identify our learning goals, where and how we can improve individually and collaboratively;
- To build on what we have discovered; and
- To improve the learning outcomes for students.



STRATEGIC DIRECTION 2

Real World Connections

Purpose:

- To work across the school community to embed a positive culture and promote diverse cultures;
- To enhance understanding of indigenous and rural communities (The teacher exchange program between two schools Coonamble PS and Chatswood PS shares teachers' expertise);
- To have better understanding and preparation for the world around us; and
- To prepare our students to be world class active and informed citizens.



STRATEGIC DIRECTION 3

Shaping Creative Lifelong Learners

Purpose:

- To develop critical and creative thinking;
- To create effective problem solvers;
- To increase motivation;
- To encourage lateral thinking; and
- To improve communication and networking skills.

Strategic Direction 1: Quality Teaching and Leadership

Purpose

- To build and support a collaboration learning workplace;
- To evaluate what works well, particularly in the classroom;
- To affirm, share and celebrate our successes;
- To identify our learning goals, where and how we can improve individually and collaboratively;
- To build on what we have discovered; and
- To improve the learning outcomes for students.

Improvement Measures

An increased number of teachers accredited by the NSW Teacher Education Standards Authority (NESA) at Proficient and higher levels.

Increase the percentage of teachers accreditation at Proficient level from 62% to 70%.

Teacher satisfaction and evaluation survey results.

Increase the percentage of teachers' satisfaction with school leadership and communication from 74% to 78%.

Documentation of teachers' annual performance and development plan.

Evidence of aligned professional goals within the annual performance and development plan and selected Teaching

People

People

How do we develop capabilities of our people to bring about transformation?

Students:

Increase opportunities that allow them to increase their expectations, capacity and achievements in the classroom.

Staff and Leaders:

Design and implement teaching and learning experiences and assessments that encompasses deep thinking, innovation and creativity;

Establish a program of personalised professional development using a range of innovative strategies (including planned peer observation, document analysis and conferencing focused on the implementation of the National Curriculum and implementing the National teaching standards);

Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs; and develop ILPs for indigenous students and students with specific learning needs.

Continue to initiate specific and whole school programs to lead successful quality teaching and leadership programs.

Parents and Community Partners:

Families will engage with children's learning.

Processes

How do we do it and how will we know?

Students:

Grade teams share best practice models in programming assessment and Quality Teaching classroom practices; and

Use data analysis to implement a literacy, numeracy and ICT strategy to identify targeted intervention for students.

Staff:

Collaborative programming to provide challenging, rich learning environments for students' learning;

Devise and implement a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance;

Develop parent forums to support their understanding of students' learning; and

Improve staff participation across a wide variety of collaborative teams and committees.

Leaders:

Provide more opportunities and structure for teachers to collaborate, observe professional practice and to align their professional learning planning.

Evaluation Plan

We will improve the identification and provision of students with specific learning difficulties, e.g. ADHD and

Practices and Products

Practices

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Career development and satisfaction of improved teaching skills and leadership;

Individualised professional learning plans for staff and PDPs satisfactorily completed;

School professional learning plans explicitly target developing teachers' capacity to cater for learner diversity; and

A coordinated plan of support for the National Curriculum and quality teaching standards is implemented.

Products

What is achieved and how do we know?

Product:

Improved school literacy and numeracy performance evidenced by PLAN data and NAPLAN data;

Students with specific learning difficulties identified and individualised learning programs in place;

School-based observations embedded in staff professional learning plans and the teaching and learning cycle; and

Differentiated programs and assessment tasks.

Strategic Direction 1: Quality Teaching and Leadership

Improvement Measures

Standards and the Principal Standard.

Increase the percentage of teachers participate in QTR from 50% to 100% by 2020.

People

Innovative programs will continue to build expectations of parents.

Engage other research practices and experts to support the implementation and evaluation of pedagogical practices.

Processes

dyslexia.

Strategic Direction 2: Real World Connections

Purpose

- To work across the school community to embed a positive culture and promote diverse cultures;
- To enhance understanding of indigenous and rural communities (The teacher exchange program between two schools Coonamble PS and Chatswood PS shares teachers' expertise);
- To have better understanding and preparation for the world around us; and
- To prepare our students to be world class active and informed citizens.

Improvement Measures

More involvement of NESB parents and English speaking background parents.

NESB Parents attendance at P&C meetings will increase by 20%.

Increased participation of volunteering work throughout the year at school.

Increase the percentage of NESB parents canteen volunteering work from 30% to 40%.

EAL/D students, new arrivals students and the parents of NESB students satisfaction level high (70% above) in the survey (Tell Them From Me Surveys). Participation in school surveys will be at or above a response rate of 40%.

Increase the number of bilingual classes from 5 to 7.

People

People

How do we develop capabilities of our people to bring about transformation?

Students:

Access other learning opportunities through broader community experiences to provide a real world context;

Show empathy for others and value diversity; and

Engage and actively participate in learning through a variety of curricula and extra-curricular programs to achieve our purpose.

Staff:

Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity to help students to make sense of their world.

Parents:

Participate in information sessions and meetings to actively engage with their child's learning.

Community partners:

Work together to establish meaningful and proactive partnerships to engage our students in "real world" activities and strategies.

Leaders:

Maintain international relationships and

Processes

Students:

Participate in school and community multicultural programs;

Participate in school and community events that reinforce our shared values and citizenship; and

SRC play an active role in the continued implementation of school multiculturalism.

Staff:

Participate in sister school relationships;

To be actively involved in effective communication channels between school and the community; and

Deliver lessons to students to be innovative, creative and better equipped for the 21st century.

Parents:

Parents can access the School website, SchoolApp and Parent portal and participate in school based opportunities to collaborate in their child's education.

Leaders

Provide more opportunities for staff and the community to be involved in our global learning connections.

Evaluation Plan

We will survey the school community about the direction and improvement required.

Practices and Products

Practices

Greater student engagement;

Increased parent and community engagement;

Increased numbers from our feeder preschools; and

Personalised learning plans for students with specific learning needs developed in consultation with staff, students and carers.

Products

Increased parent and community engagement;

School priorities are underpinned by the work of the whole school community; and

Increased teachers' participation in Coonamble connection and the whole school communities' awareness of school's global connections.

Strategic Direction 2: Real World Connections

People

Coonamble connection and inform the community of the relationships throughout the year.

Strategic Direction 3: Shaping Creative Lifelong Learners

Purpose

- To develop critical and creative thinking;
- To create effective problem solvers;
- To increase motivation;
- To encourage lateral thinking; and
- To improve communication and networking skills.

Improvement Measures

Why do we need this particular strategic direction and why is it important?

To create Future-focused classrooms that explicitly teach students to be creative, productive lateral thinkers and users of technology. As a result of our classroom programs students will learn to think deeply and logically, obtain and solve real world problems in a disciplined way. Students will have opportunities to be creative, innovative, resourceful and be able to self-reflect and assess their learning. Students will be taught how to engage in real world problems, solve them and assess the effectiveness of their learning. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

Increased proportion of students in the top two NAPLAN bands for writing and numeracy.

Proportion of students in the top two NAPLAN bands for writing and numeracy.

Year 3 Writing from 78% to 80%

People

People

How do we develop capabilities of our people to bring about transformation?

Students:

Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement;

Develop confidence to solve real world problems; and

Are fully engaged in Project Based Learning programs.

Staff:

Show a common understanding of the Project Based Learning process;

Have high expectations of student learning; and

As members of stage teams evaluate and respond to the effectiveness of classroom programs.

Parents:

Families will engage with children's learning and new and innovative programs will continue to build expectations of parents.

Community partners:

Engage the expertise of community groups and individuals to support classroom programs.

Leaders:

Processes

How do we do it and how will we know?

Students:

Participate in multi-disciplinary Project Based Learning and STEM approaches to learning; and

Students demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic classroom environment.

Staff:

Engage in school visits, professional development sessions; and

Actively engage in development and teaching of Project Based Learning units, STEM education, Visible Learning and explore Future-Focused Learning spaces.

Parents:

Actively involved in supporting units of work at home and at school.

Leaders:

Provide more opportunities and structures for teachers to collaborate, observe professional practice and to implement Future-Focused Learning.

Evaluation Plan

Regular evaluation by students and staff as to the effectiveness of the programs ability to develop creative higher order thinking and embrace Future-Focused Learning.

Practices and Products

Practices

Staff incorporate Project Based Learning, STEM, Visible Learning and Student self reflections into regular classroom programs;

Staff evaluate and refine programs based on student, parent and collegial feedback;

Staff actively and collegially develop Project Based Learning units of work, STEM activities, Visible Learning and Student self reflection opportunities; and

Staff participate in future decisions regarding the ongoing expansion of the programs.

Products

Students clearly understand Project Based Learning, STEM, Visible Learning and Student self reflection approaches and are rewarded for their efforts;

Staff professionally developed to confidently incorporate Project Based Learning, STEM, Visible Learning and Student self reflection into classroom programs; and

Students demonstrate critical and creative thinking skills, increased motivation, engagement and ability to think laterally.

Strategic Direction 3: Shaping Creative Lifelong Learners

Improvement Measures

and Numeracy from 80% to 82%

Year 5 Writing from 76% to 78% and Numeracy from 81% to 83%

Increase the percentage of students achieving greater than expected growth in NAPLAN writing:

–Years 3–5 from 81% to 85%

–Years 5–7 from 66% to 70%

Multiple Future–Focused e–Learning initiatives satisfy requirements and on–going implementation of the NSW National Curriculum.

Increase the number of STEM classes from 8 to 14.

An efficient and effective budgeting process, aligned to the school vision and direction, supporting teaching and learning.

People

Facilitate best practice and collegial development of classroom programs.