Chatswood Public School Plan 2015-2017

EXCELLENCE IN A CARING AND ENRICHING ENVIRONMENT

Quality Teaching and Leadership

Real World Connections

Shaping Creative Life Long Learners

Excellence

CHATSWOOD PUBLIC SCHOOL
SCHOOL VISION STATEMENT

**Excellence in a caring and enriching environment**

Chatswood Public School is committed to delivering excellence in the spheres of **learning, teaching** and **leading**.

Chatswood Public School is:

- a **caring place** of excellent learning, where students are encouraged to achieve their full potential in their academic, creative, personal, physical and moral development;
- 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.

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).

Our strategic priorities are:

1. **Quality Teaching and Leadership**;
2. **Real World Connection**; and
3. **Creative Lifelong Learners**.

Our school Projects are:

1. **Quality Teaching Rounds**;
2. **Coonamble Connection**; and
3. **Problem Based Learning**.

SCHOOL CONTEXT

Chatswood Public, established 132 years ago, is a dynamic school catering for a diverse student population from Sydney’s Northern Suburbs.

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), and individualised programs for students with varying intellectual and physical disabilities are followed throughout the school.

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. The school also has extensive LOTE programs in both Chinese and Korean.

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 6 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. visual arts and physical fitness programs for all students taught by specialist teachers;
4. enriching Gifted and Talented program;
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;
11. a comprehensive and engaging extra-curricular program.

At Chatswood Public School, 85% 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, celebrating the differences existing throughout our student population, continues to strengthen our school.

SCHOOL PLANNING PROCESS

A series of consultancies for the 2015-2017 school plan were conducted from term 4 2014 to term 1 2015 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 2015-2017 occurred in different ways including: displayed in School website; school weekly newsletter; 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 pursuing the delivering of 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 life-long 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 offers more than 30 extracurricular activities throughout the year). Some clubs are more popular than others.
- Teachers are open to exploring the strengths, expertise, and opportunities of a more different experienced staffing mix. They want to engage deeply with new syllabuses, and they want to map student literacy and numeracy achievement more closely (TEN, PLAN, and L3K). They are open to opportunity 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 Board of Studies, Teaching & Educational Standards (BOSTES).

Future directions:

Our school will inform the whole school community of the school’s priorities and projects’ milestone throughout the year.

Support will be provided to our staff to develop effective, high quality teaching practice through the Quality Teaching Rounds project. The leaders will increase leadership opportunities for staff and students each year.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Our strategic directions will be translated into actions, programs or initiatives that are data driven and accountable.

• To build and support a collaborative 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.

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

• 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**

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

To build and support a collaborative workplace;
To evaluate and reflect on current pedagogy and practices;
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.

**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:**
Work collaboratively to design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation, and creativity;
Establish a program of personalised, professional development using a range of innovative strategies; and
Participate in professional learning that will increase their skills in differentiated teaching.

**Parents:**
Families will engage with children’s learning, and new and innovative programs will continue to build expectations of parents.

**Community Partners:**
Engage other research practices and experts to support the implementation and evaluation of pedagogical practice.

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

**IMPROVEMENT MEASURES**

An increased number of teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at proficient and highly accomplished level;
Tell Them From Us teacher survey results show increasing levels of satisfaction; and
Professional development plans show increased evidence of understanding and adoption of the annual performance and development cycle.

**PROCESSSES**

How do we do it and how will we know?

**Quality Teaching Rounds:**
Grade teams share best practice models in programming assessment and QT classroom practices;
Use data analysis to implement a literacy, numeracy and ICT strategy to identify targeted intervention; and
Coordinate effective programs at significant transition points by developing student programs and course patterns that are appropriate for all students.

**Staff:**
Undertake collaborative programming to provide challenging, rich learning environments for National Curriculum;
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;
Implementation and monitoring of standardised documentation; and
Consolidate and develop strategic partnerships that enhance the quality of teaching and learning that are research based.

**Evaluation plan**
Increased number of students achieving higher NAPLAN bands.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Product:**
Improved leadership capacity and professional standards achieved;
School-based observations embedded in staff professional learning plans and the teaching-learning cycle;
Differentiated programs and assessment tasks.

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

**Practices:**
Ongoing career development and satisfaction derived from improved teaching skills and leadership;
Individualised professional learning plans for staff and professional goals aligned to BOSTES teaching standards satisfactorily completed;
School professional learning plans explicitly target developing teachers’ capacity to cater for learner diversity and provide a variety of rich and diverse tasks; and
A coordinated plan of support for the introduction of the National Curriculum.
Strategic direction 2: REAL WORLD CONNECTION

**PURPOSE**

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

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

**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; and
Engage and actively participate in learning through a variety of curricula and extra-curricula programs to achieve our purpose and develop empathy for others and value diversity.

**Staff:**
Undertake TPL and design and implement teaching and learning experiences and assessment that encompass 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 child’s learning.

**Community partners:**
Work together to establish meaningful and proactive partnership to engage our students in real world activities and strategies.

**Leaders:**
Provide meaningful TPL and maintain international relationships and Coonamble connection; and
Inform the community of the relationships throughout the year.

**PROCESSSES**

How do we do it and how will we know?

**Sister Schools Program:**
Students participate in school and community multicultural programs;
SRC play an active role in the continued implementation of school multiculturalism; and
Staff participate in sister school relationship and Coonamble connection.

**Coonamble Connection:**
Students participate in school and community events that reinforce our shared values and citizenship;
Staff actively involve in effective communication channels between the school and the broader community; and
Staff design and deliver lessons to students that develop innovative, creative 21st century fluencies and enhance real world connections.

**Evaluation plan**
Tell Them From Me parents survey will inform the direction and improvement required.

Whole school data will show an increasing level of engagement in real world connections including Coonamble and Sister Schools program.

Parents and the school communicate effectively and work collaboratively to enhance our students’ development.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Product:**
Increased parent and community engagement;
School priorities are underpinned by the work of the whole school community;
Increased number of teacher participating in Coonamble connection and sister schools visit; and
EALD students, new arrivals students and the parents of NESB satisfaction level high in the survey.

**Practices:**
Students engage in real world opportunities including Coonamble and the sister school programs;
Increased parent and community engagement;
Increased enrolments from feeder preschools; and
Parents and community demonstrate an increased understanding and engagement in Coonamble and Sister School programs.
Strategic direction 3: SHAPING CREATIVE LIFE LONG LEARNER

Purpose

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

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.

People

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

Students:
Experiences in the classroom allow students to increase their expectations, capacity and achievement;
Develop confidence to solve real world problems; and
Are fully engaged in Problem Based Learning programs.

Staff:
Undertake TPL and demonstrate a common understanding of the Problem 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 and students.

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

Leaders:
Facilitate best practice and collegial development of classroom programs.

Processes

How do we do it and how will we know?

Problem Base Learning:

Students:
Participate in multi-disciplinary Problem Based Learning projects, and demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems.

Staff:
Engage in school visits, conferences and professional development sessions; and
Actively engage in the development of and teaching of Problem Based Learning.

Parents:
Actively involved in supporting PBL at home and at school.

Leaders:
Provide more opportunities and structures for teachers to collaborate, observe professional practice and to implement PBL.

Evaluation plan
Regular evaluation by students and staff as to the effectiveness of the PBL programs as a strategy to develop creative higher order thinking and problem based learning skills.

Product and Practices

What is achieved and how do we know?

Product:
Improve school literacy and numeracy performance evidenced by PLAN data and NAPLAN data and in school-based assessments;
Students with specific learning difficulties identified and individualised learning programs in place;
Students clearly understand the Problem Based Learning approach and are rewarded for their efforts; and
Staff professionally developed to confidently incorporate Problem based Learning into classroom programs.

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

Practices:
Staff incorporate Problem Based Learning into teaching programs, and PBL is evident in classroom practice;
Staff evaluate and refine programs based on student, parent and collegial feedback; and
Staff actively and collegially develop Problem Based Learning units of work, and participate in decision-making regarding the on-going expansion of the program.

Improvement Measure/s

Improved average NAPLAN performance: more students in the top bands, fewer in the bottom bands.

Problem based learning aligned to the new NSW National Curriculum embedded in all programs.

Through NAPLAN writing data and internal assessment students demonstrate critical and creative thinking skills increased motivation, engagement and ability to think laterally.

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