**School background 2015 - 2017**

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
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<td>Our vision is to provide a stimulating, challenging, caring and happy environment encompassing our whole community where children will recognise and achieve their fullest potential, so that they can do their best. Chifley P.S is a place where: everybody is welcomed and you are not alone, we work, learn, achieve together and we respect and care for everyone and everything around us.</td>
<td>Our school is set in spacious grounds and offers a comprehensive quality education for students. Chifley PS is a place where everyone is valued and respected and where students are progressively challenged to become motivated lifelong learners. Literacy and Numeracy are considered to be the fundamental building blocks of students' learning and the explicit teaching of these subjects is prioritised. All students are individuals with unique talents and diverse social and academic learning needs which are supported through appropriate curriculum differentiation. We are involved in extensive environmental programs, The Stephanie Alexander Kitchen Garden program and well as external Maths extension programs. Strong sporting traditions, high quality creative arts programs, debating and public speaking opportunities ensure ongoing positive student engagement. The school community proudly recognises its Aboriginal identity, paying respect to Aboriginal cultures and traditions as an integral part of school learning programs. Comprehensive Personalised Learning Plans (PLPs) for all Aboriginal students are developed, implemented and evaluated against School Improvement Plan targets.</td>
<td>During Semester Two 2014 Chifley Public School began the development of its 2015-2017 school Strategic Plan. The staff met during professional learning sessions to become familiar with the new format and become familiar with the department documents to support the process. The staff then presented to the school council and school P&amp;C the draft vision, school context and strategic directions, this process was completed simultaneously with our Koori Parent Group for their consultation. We met, presented the documents and asked for input both through, newsletters and meetings. The documents were then adapted and presented and when completed were redistributed to the school community. The Koori Parent group worked closely with Pauline Bellar, our Aboriginal Educational Worker and President of the Local AECG leading the process ensuring the needs of our community we met. The staff have had the ongoing support of members of the High Performance Unit through ongoing meetings and emails to ensure the process meets the needs of the school, the community and the department guidelines.</td>
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Purpose:
To build stronger relationships as an education community by leading and inspiring a culture of collaboration, engaged communication empowered leadership and organisational practices.

Purpose:
To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires all students and teachers to excel and learn to their full potential. To ensure that learning is personalised and differentiated as required.

Purpose:
To increase community support through a school-wide focus on student equity and student welfare. Working together as a learning community will give our students the knowledge, skills and experiences to achieve their personal best.
## Strategic Direction 1: School Leadership and Collective Efficacy

### Purpose

To build stronger relationships as an education community by leading and inspiring a culture of collaboration, engaged communication empowered leadership and organisational practices.

### People

**Students:** Develop student leadership skills utilising SRC, Peer Support, Student Leaders, Sport Leaders, Environment, Creative Arts and Library Leaders to help implement school plan projects.

Incorporate active student voice in whole school priorities and projects. Workshop students in the nature and value of planning processes before engaging them in the writing of the CPS school plan and annual school report, school projects and priorities.

**Staff:** Develop staff workforce capabilities by implementing and sustaining quality school-wide systems and organisational structures through meaningful professional development and training.

Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have an alignment to the school plan and vision.

**Community Partners:** Establish proactive learning alliances with other schools and community members to the delivery of educational innovation projects.

**Leaders:** Developing School leadership both staff and personal based on the Leadership Capability Framework.

### Processes

- **LBCoS/Partnerships:** Build proactive learning alliances with the Little Bay Community of Schools and Sydney Region (Botany Bay) school groups to support a dynamic learning environment at CPS. Use of the LBCoS to support organisational and educational innovations.

- **Leadership:** Implement staff professional learning and mentoring on ways to implement the school plan, teaching and learning practice to current syllabus requirements. Refine and support SRC, Executive Student Leadership, Sport, Environmental, Preforming Arts, Year 5 Library Monitor and Year 6 Peer Support student leadership within the school.

- **Teacher Quality, Accreditation/PDF**

- **Improve executive training in the AITSL Professional Standards for Teaching and Australian Standards for Leaders.** Support the EARS process and aspiring leaders through the provision of coaching (Shadow AP) and mentoring support. Support New Scheme Teachers in attaining accreditation at professional competence.

- **Organisational Health, Workforce Capabilities and Sustainability**

- **Further develop staff workforce capability through improved knowledge and understandings of WHS practices, the Australian Teacher Performance Development Framework, Australian Charter for the...**

### Products and Practices

- **Product:** Staff has purposeful leadership roles based on professional expertise.

- **Product:** Staff is aligned to the goals within the school plan and actively supports this with a focus on personal and collective efficacy.

- **Practices:** Proactive leadership learning teams across all levels of the school support quality educational and organisational practices that comply with the School Excellence Framework, WHS policies and Australian Professional performance standards for teachers and leaders.

- **Practices:** An inspiring culture of learning and personal best that is motivated by the exchange of knowledge within the school and through our learning alliances.

- **Product:** Successful completion of key LBCoS projects e.g. LBCoS website, Archibull and meaningful partnerships in projects i.e. literacy and science.

- **Practice:** All Year 6 students in Leadership positions and monitoring the effectiveness of the SRC, Executive Student Leadership, House Sport, Environmental, Preforming Arts Library Monitors and Peer Support programs.

### Improvement Measures

**Improvement Measure/s**

All staff aligned to the AITSL Professional Standards for Teaching and Australian Standards for Leaders with a focus on collective efficacy.

Successful completion of key LBCoS projects e.g. LBCoS website, Archibull and meaningful partnerships in projects i.e. literacy and science.

All Year 6 students in Leadership positions and monitoring the effectiveness of the SRC, Executive Student Leadership, House Sport, Environmental, Preforming Arts Library Monitors and Peer Support programs.
Professional Learning of Teacher and Leaders, Australian Standards for Teachers and Principals.

**EVALUATION PLAN:** Executive surveys based on the AITSL leadership tool and attainment of professional leadership goals. Informal observation of how Executive leaders coordinate their teams and school projects. Survey for all staff to complete on the quality of the school leadership and management in 2015.
Strategic Direction 2: Developing A High Performing And Dynamic Learning School

Purpose
To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires all students and teachers to excel and learn to their full potential. To ensure that learning is personalised and differentiated as required.

Improvement Measures
- **Key quantitative measures include:**
  - Internal school performance measures.
  - Proportion of students at/above National minimum standard in Year 5 NAPLAN Reading and Numeracy.
  - Proportion of students in top 2 NAPLAN bands.
- School based assessment data demonstrates comparable performance of Equity groups within CPS to the performance of all students.
- 80% of K-2 students know 80% of the phonemes 80% of the time.
- Students are reaching the expected cluster for their year level in phonics and phonemic awareness on the Literacy Continuum.
- Quality teaching and learning practices across the school, demonstrated.

People
- **Students:** Will develop comprehensive skills, knowledge and capabilities in English, Science and Mathematics. Their learning will reflect deep knowledge, creative and critical thinking and they will use feedback as a key strategy to maximize learning.
- **Staff:** Develop staff capabilities by designing training and school-wide systems and structures to support and extend low-performing students, as well as laterally and vertically extend and / or accelerate high-performing and gifted and talented students.
  - Broaden the teaching of the educational curriculum in order to extend student learning in 21st century practices.
  - **Parents/Careers:** Actively encourage parental participation in school professional learning. This will include providing opportunities for the community to learn about the NSW English, Science and Maths syllabuses for The Australian Curriculum.
  - **Community Partners:** Developing an understanding of curriculum programs at CPS and the role the community plays in supporting and enhancing these programs.
  - **Leaders:** School leaders demonstrate expert knowledge of teaching, learning, curriculum, assessment and reporting and build the capacity of staff across the school by providing instructional leadership.

Processes
- **Engaged and Learning In Numeracy:**
  - Build teacher expertise and knowledge of the Australian Curriculum, especially to personalise the learning, engage students in the highest quality learning activities and to work in a flexible collaborative manner.
  - Develop staff and student skills in the areas of Working Mathematically and Measurement. Flexible grouping structures to support low and high performing students.
  - Use of TEN and TOWN strategies and resources to support current teaching and learning practices.
- **Engaged and Learning In English:**
  - Further develop student engagement in writing and representing, reading and viewing, speaking and listening. Develop a school writing scope and sequence in line with current NSW English syllabus requirements. Continued implementation and maintenance of FOR comprehension strategies and teaching and learning strategies. All K-2 classes implementing synthetic phonics program.
- **Positive Assessment Practices To Enhance Learning:**
  - Use of qualitative and quantitative assessment data K-6 to improve planning, collaboration, teaching and enhance learning.
- **Differentiated Learning:**

Products and Practices
- **Product:** Key quantitative measures include:
  1. Internal school performance measures.
  2. Proportion of students at/above National minimum standard in Year 5 NAPLAN Reading and Numeracy.
  3. Proportion of students in top 2 NAPLAN bands.
- **Product:** School based assessment data demonstrates comparable performance of Equity groups within CPS to the performance of all students.
- **Product:** 80% of K-2 students know 80% of the phonemes 80% of the time.
- **Product:** Students are reaching the expected cluster for their year level in phonics and phonemic awareness on the Literacy Continuum.
- **Practices:** Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy programs, lessons and assessments to improve student achievement.
- **Practices:** An inspiring culture of learning and personal best that is motivated by the exchange of knowledge within the school and through our learning alliances.
through differentiated Literacy and Numeracy programs, lessons and assessments to improve student achievement.

Build staff capacity to collaboratively plan and differentiate programming in Literacy, Numeracy and Science utilising ICT programs and skills that result in future focussed learning.

- Proactive professional learning teams across stages and curriculum areas that are focussed on Literacy, Numeracy and Science.
Strategic Direction 3: Enhancing community engagement and participation

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<th>Processes</th>
<th>Products and Practices</th>
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| To increase community support through a school-wide focus on student equity and student welfare. Working together as a learning community will give our students the knowledge, skills and experiences to achieve their personal best. | **Students**: Engage students in our PBL, SRC and Peer Support programs to improve emotional resilience, social intelligence and proactive leadership behaviours.  
**Staff**: Develop staff capacity to build stronger community relations with parents from all cultural backgrounds. To improve positive modes of two-way communication to improve community consultation processes.  
**Parents**: Establish a collaborative learning community with students, parents and teachers to support Student Wellbeing and Welfare programs at the school. To encourage better Family-School partnerships for the educational benefit of all students.  
**Community**: Establish learning alliances within and beyond CPS to support innovative communities of practice with other PBL schools. | **Connecting Learning at Home and School**: To support student educational programs between the home and school through the use of online technology.  
**Community Learning Events**: To increase the numbers of parents engaging in community learning sessions – thus enhancing community attendance at school and parent learning events.  
**Student Engagement and Wellbeing Programs**: Building the emotional and social intelligence of students and their leadership capacity to prepare them for decision-making and collaborative processes in school planning as well as developing the whole-child.  
**EVALUATION PLAN**: Closely monitor data including student feedback, SRC surveys, parent attendance data and community survey information. The school will develop targeted programs and strategies to improve in these areas as required. | **Product**: Improved parent collaboration and involvement in student learning.  
**Product**: Increased parent attendance at assemblies, P&C, School Council, community learning events/fundraisers.  
**Product**: Enhanced student leadership evidenced by increased student input through SRC and peer support. Improved playground behaviour, demonstrating improved social and emotional intelligence.  
**Practice**: Respectful two-way communication between staff, students, parents and the community.  
**Practice**: 21st Century communications used to keep parents and community well-informed and share student achievement. |

**Improvement Measures**

- To create positive student behaviours at CPS evidenced by a reduction in negative student entries to momentum.
- To increase parent participation in our school-home partnerships by 20% to support the P&C, SRC and community learning events.
- Increase the % of parents using available technology to communicate with CPS.