

School Plan 2015 – 2017

Cherrybrook Public School ~ 4440





School vision statement

Our vision is to provide an innovative and engaged school community that is committed to delivering a rich, inclusive holistic education in a nurturing environment. Students will be successful learners, confident and creative individuals and active and informed citizens through equity and excellence in education. As a result our students will be successful lifelong learners.

School context

Cherrybrook Public School is a high achieving P1 public school in the Hills area of Northern Sydney. The school has a strong focus on the integration of technologies, curriculum differentiation, creative and critical thinking skills, performing arts and sport. Cherrybrook provides for the diverse learning needs of all students through a highly effective Learning and Support Team, English as an Additional Language or Dialect specialists and extension classes catering for gifted and talented students. Staff are professional, collaborative and dedicated to improving student learning outcomes. The parent community is actively involved in all aspects of school life.

School planning process

Cherrybrook Public School used various consultation processes to evaluate the 2012-2014 school plan and to determine the school's future strategic directions. Qualitative and quantitative data was collected by the community, staff and students. Focus areas included teaching and learning, student engagement and achievement, cultures and values, and community partnerships. Feedback was gained by the community through a school forum session and online survey. Staff forum sessions and feedback opportunities provided a review of current educational practices and built a strong sense of ownership to the future directions of the school. Students K-6 completed a questionnaire individually, in small groups or as a class depending on age and capabilities. Analysis of the data indicated current strengths and possible future strategic directions.



STRATEGIC DIRECTION 1

Engaged and Dynamic Student Learning

Purpose:

To deliver innovative educational practices through a combination of technology and the delivery of high quality teaching and learning practices. Exemplary classroom practices will inspire students to thrive as learners.

STRATEGIC DIRECTION 2

Consistently High Educational Practices

Purpose:

To build the capacity of teachers by implementing explicit, targeted professional learning. This will result in shared professional practices and create an engaged and collegial community of learners. Staff will be high performing, collaborative and dynamic.

STRATEGIC DIRECTION 3

Secure, Informed and Supportive School Community

Purpose:

To further enhance the school community by focusing on high levels of communication and the continuation of supportive and inclusive welfare programs focusing on wellbeing and positive relationships. The school will foster a vibrant school culture to allow students to lead successful lives in the future.

Strategic Direction 1: Engaged and Dynamic Student Learning

Purpose

To deliver innovative educational practices through a combination of technology and the delivery of high quality teaching and learning practices. Exemplary classroom practices will inspire students to thrive as learners.

Improvement Measures

- ❖ Increased number of lessons displaying use of problem solving, inquiry learning and technology.
- ❖ Increased use of technology by all staff.
- ❖ All students will show through observation and school based assessment a sound working knowledge of inquiry learning, problem solving strategies and the use of technology.

People

Students: Engage with quality problem solving and inquiry learning programs and become confident in the use of a variety of strategies and technology to complete tasks.

Staff: Professional learning pathways to foster inquiry based learning, problem solving and technology. Evidence of inquiry learning and problem solving in classrooms.

Leaders: Ensure equitable use of technological devices across the school. Monitoring of inquiry learning and problem solving programs by supervising teachers.

Processes

- Expand existing problem solving programs to include lessons within current units of work.
- Use technology creatively throughout the stages of inquiry learning.
- Teaching and learning programs have technology embedded throughout.
- Student work samples demonstrate effective integration of technology.
- Staff are provided with professional learning in using inquiry based learning and technology.
- Student questions become the focus for planned investigations using the 5Es.

Evaluation Plan

- Leadership team supervision of programs.
- Teacher evaluations about success of inquiry based learning and technology.

Products and Practices

Product: Life-long learners who are able to approach problems with a range of successful strategies, skills and the confidence and open-mindedness to achieve a solution.

Product: Teachers and students who are confident in using new technology successfully and meaningfully, integrated across all KLAs.

Product: An environment in each classroom which encourages inquiry learning to enhance student learning outcomes.

Practice: The school is equipped with a variety of resources and programs to support problem solving.

Practice: Teachers will provide challenging teaching and learning programs that incorporate ICT in a meaningful way.

Practice: Teachers model the inquiry process as the basis for student planned investigations.

Strategic Direction 2: Consistently High Academic Practices

Purpose	People	Processes	Products and Practices
<p>To build the capacity of teachers by implementing explicit, targeted professional learning. This will result in shared professional practices and create an engaged and collegial community of learners. Staff will be high performing, collaborative and dynamic.</p>	<p>Students: Engage with quality programs and become confident learners developing reflective practices.</p> <p>Staff: Actively participate in professional learning activities to enhance understanding of current syllabuses, effective evidence-based teaching practice and assessment and reporting processes.</p> <p>Parents/Carers: Increased knowledge and understanding of current curriculum and assessment practices that are designed to identify students' skills, strengths and needs.</p> <p>Community Partners: Collaborate with the Cherrybrook Community of Schools to ensure collective practices of professional learning are increased by drawing on local learning alliances to further enhance educational expertise.</p> <p>Leaders: Actively engaged in teaching and leadership practices and professional learning that ensures best practices and the development of mindsets and capabilities for staff teams.</p>	<ul style="list-style-type: none"> Review current K-6 scope and sequences. Develop inclusive, relevant and differentiated learning programs as an adjustment to core programs. Staff participate in professional learning to further develop knowledge of current curriculum, effective teaching practices and assessment and reporting processes in order to increase student capacity. Staff demonstrate and share expertise of current evidence-based teaching practices. Grade teams focus on establishing frameworks for consistent assessment and reporting including reflective practices to plan future learning. Staff use assessment data to monitor achievement in student learning and inform planning. Provide opportunities for parents to engage with the curriculum through information sessions. <p>Evaluation Plan</p> <ul style="list-style-type: none"> Leadership team supervision of programs. Teacher evaluations using the performance and development framework including the development of teacher professional learning plans. 	<p>Product: K-6 scope and sequences to ensure current NSW syllabuses are implemented accurately and effectively resulting in differentiated lessons to create core programs for all grades.</p> <p>Product: A planned program of professional learning that is driven by school targets, enhances skills in classroom pedagogy and provides a range of differentiated learning experiences to meet students' needs.</p> <p>Product: A variety of common assessment tasks, for data analysis and future class programming and whole school planning with regards to quality pedagogy, consistent teacher judgement and programming quality lessons in the classroom.</p> <p>Practice: Teaching and learning practices incorporate a framework for the effective teaching of all Key Learning Areas according to the new curriculum with sequenced content, explicit lesson structures and focussed assessment in place. Assessment and further directions are based on data and consistency across all stages.</p> <p>Practice: The teaching staff of the school will demonstrate and share expertise to develop collaborative professional learning that is valued and builds capacity of all staff.</p> <p>Practice: The school has aligned staff processes and school systems to ensure consistent assessment and reporting practices are in place. The students use assessment and reporting processes to reflect on their learning. Practices are embedded for parents to be engaged and understand the learning process and how to effectively support their children to learn.</p>
Improvement Measures			
<ul style="list-style-type: none"> All teachers programs have embedded current teaching and learning practices to develop the knowledge, understanding and skills of all students. All staff apply their individual learning plan to improve professional practice. School data shows effective growth across all student cohorts. 			

Strategic Direction 3: Secure, Informed and Engaged School Community

Purpose

To further enhance the school community by focusing on high levels of communication and the continuation of supportive and inclusive welfare programs focusing on wellbeing and positive relationships. The school will foster a vibrant school culture to allow students to lead successful lives in the future.

Improvement Measures

- ❖ Greater number of parents involved in school activities and utilising school communication practices.
- ❖ Reduced number of student wellbeing incidences.
- ❖ Successful student transition through educational stages.

People

Students: Engage in quality programs to support their overall wellbeing. Participate in transition programs where appropriate to their individual needs.

Staff: Recognise that student wellbeing underpins quality learning and engagement. Identify students at risk and provide adjustments and support in consultation with relevant staff. Develop staff capacity to build stronger community relations with parents. Make effective use of school and community expertise and resources.

Parents/Carers: Establish a collaborative learning community with students and teachers to support student wellbeing and welfare programs at the school. Have knowledge of school processes and practices through effective school communication.

Community Partners: Form active partnerships with external providers to further enhance student wellbeing.

Leaders: Actively encourage improved communication in the school community. Support staff in transition and wellbeing programs.

Processes

- Utilise our partnership with Kids Matter to deliver innovative approaches to student wellbeing.
- Update the learning and support team policy to incorporate current needs.
- Implementation of whole school wellbeing and transition programs.
- Provide an additional support resilience program for targeted students utilising the support of the school counsellor.
- Provide opportunities for parents to attend information sessions on student wellbeing.
- Evaluate current communication practices used by the school.

Evaluation Plan

- Teacher evaluations of wellbeing and transition programs.
- Analysing data from a communication survey identifying future directions.

Products and Practices

Product: The school has in place an inclusive framework to support the social, emotional and physical wellbeing of students.

Product: Ensure smooth transition between education stages including pre-school, new entrant, high school and special needs students.

Product: Active partnerships with the school community to ensure clear communication and engagement.

Practice: Teacher planning incorporates strategies to build resilience, student wellbeing and positive relationships.

Practice: Teachers will identify students in need of transition and provide appropriate transition programs. This is carried out in consultation with the learning and support team in partnership with local pre-schools, external providers and high schools.

Practice: Two-way reciprocated and respectful communication between student, staff and parents.