

2021 – 2024 CHPS STRATEGIC PLAN





Goal 1		
To maximise the learning growth of all students Literacy and Numeracy		
Rationale		
<p>An analysis of the NAPLAN data for the percentage of students in the top two bands indicated the school was below similar schools (Year 5 Numeracy) and well below similar schools (Year 3 and 5 writing) in 2019. NAPLAN data for benchmark growth indicated the school was well below similar schools (Numeracy) and below similar schools (Writing) in 2019.</p> <p>While the school performed well above in Numeracy, above in Reading and similar in Writing in the period 2017-19, the school believed that with a decreasing SFO and the teacher professional practice development provided over the past two years the school should aspire to be performing relative to the local network of schools by 2023.</p>		
Targets		
1.1	<p>By 2024, the percentage of grade 3 students in the top two NAPLAN bands will increase for:</p> <ul style="list-style-type: none"> • Reading from 57 (2019) to 64 per cent • Writing from 46 (2019) to 63 per cent • Numeracy from 44 (2019) to 55 per cent. 	
1.2	<p>By 2024 the percentage of Grade 5 in the top two NAPLAN bands will increase for:</p> <ul style="list-style-type: none"> • Reading from 42 (2019) to 46 per cent • Writing from 11 (2019) to 20 per cent • Numeracy from 22 (2019) to 27 per cent. 	
1.3	<p>By 2024 the percentage of students achieving above NAPLAN Benchmark growth will increase for:</p> <ul style="list-style-type: none"> • Reading from 38 (2019) per cent to 40 per cent • Writing from 18 (2019) to 25 per cent • Numeracy from 5 (2019) to 20 per cent. 	
Key Improvement Strategies (KIS)		FISO dimension
1a	Embed and monitor the effective use of the High Impact Teaching Strategies across the school to become an integral element of the school's culture	<i>Evidence-based high impact teaching strategies</i>
1b	Embed rigorous, reliable pedagogical practices to drive personalise learning and lift student outcomes.	<i>Intellectual engagement and self awareness</i>



1c	Connect student assessment to the student' school and home learning.	Evaluating impact on learning
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Goal 2			
Activate student Voice and Agency to improve student engagement			
Rationale			
<p>The Panel found variation in the implementation of learning intentions, success criteria and student goal setting. The Panel also agreed that the curriculum and student goal setting was teacher directed not co-constructed with students. Teacher focus groups indicated that professional development had occurred in evidenced-based high impact teaching strategies and a teaching and learning model had been implemented. Assessment was teacher directed with limited opportunity for students to influence the methods or understand the purpose of assessment.</p> <p>From student and teacher focus groups, the Panel found that students had limited understanding of the relationship between their goal setting, their point of need learning and assessment.</p> <p>Teacher and student focus groups indicated limited student to teacher feedback. Teaching metacognitive strategies was seen as a strategy to enable students to self-regulate and take responsibility for their learning. The Panel agreed that this was an area to be improved.</p>			
Targets			
2.1	By 2024, positive endorsement of the school Staff Survey, in the Teaching and Learning-Implementation component Plan Differentiated Learning factor, will increase from 76 to 85 per cent.		
2.2	By 2024, positive endorsement of the school Staff Survey, in the Teaching and Learning-Practice Improvement component Professional Learning Through Peer Observation factor, will increase from 76 to 85 per cent.		
2.3	By 2024, positive endorsement of the school Staff Survey, in the Teaching and Learning-Evaluation component factor: Use Student Feedback to Improve Practice, will increase from 59 to 85 per cent.		
2.4	By 2024, positive endorsement of the AToS Survey component Teacher Student Relationships factor Teacher Concern will increase from 79-85 per cent.		
<table border="1" style="width: 100%;"> <tr> <td data-bbox="67 1971 1114 2042">Key Improvement Strategies (KIS)</td> <td data-bbox="1114 1971 1525 2042">FISO dimension</td> </tr> </table>		Key Improvement Strategies (KIS)	FISO dimension
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2a	Integrate metacognitive strategies into teaching and learning practices.	<i>Intellectual engagement and self awareness</i>
2b	Actively involve students in the co-construction of their learning.	<i>Empowering students and building school pride</i>
2c	Strengthen student engagement through quality teaching practice	<i>Setting expectations and promoting inclusion</i>
Goal 3		
To develop systems to guide a global focus that engages students and improves student outcomes.		
Rationale		
From teacher and leadership focus groups, the Panel agreed that the school had focussed on improving literacy and numeracy with an inward focus. Aspects of Civics and Citizenship had been taught in a two year cycle but not with an outward global focus. The school believed this was an area for improvement.		
Targets		
3.1	By 2024, all students will make one year's growth in intercultural capability	
3.2	By 2024, positive endorsement of the school Staff Survey, in the Teaching and Learning-Implementation component Focus on Real-Life Problems factor, will increase from 76 to 85 per cent.	
3.3	By 2024, all students will make one year's growth in ethical capability	
Key Improvement Strategies (KIS)		FISO dimension
3a	Direct, guide, support, monitor and report on the school's global citizenship practices.	<i>Curriculum planning and assessment</i>
3b	Build teacher capacity and knowledge in how in global citizenship enhances the education of students.	<i>Global citizenship</i>
3c	Develop students' global citizenship and intercultural capability.	<i>Global citizenship</i>

