

OUR CHSS CORE PURPOSE:

To develop successful learners who are confident and creative individuals who can interact with respect as informed global citizens (adapted from ACARA)

Our Values:

Respect for Self, Others and Environment

2017 Focus Areas Beyond the Classroom Curriculum:

Student social and emotional	Student extra-curricular extension and enrichment	Leadership and Citizenship (Global)	Self-Regulated Learning
<p>CHSS Context: The school recognises that successful learners need to possess emotional intelligence as a platform for academic success.</p> <p>Evidenced by: Chaplaincy, GO, Teacher, Life Education Programs, behaviour support services, Teacher classroom support & routines, Individual teacher led initiatives, investigation currently underway to look at alternatives for 2016.</p>	<p>CHSS Context: Student learning can be significantly enhanced by providing learning opportunities that go beyond the class curriculum. CHSS offers learning projects and structured extensions that deliver enhancements.</p> <p>Evidenced by: Programs of Interest/Excellence: Chess club, IGNITE, Optiminds, Wakakirri, Maths Trust Challenge, Debating, Sport/Athletics, Instrumental Music, choirs, competitions, Core IT skills and extension IT (e.g. coding and robotics).</p>	<p>CHSS Context: Leadership opportunities provide students to actively demonstrate <i>respect of self, others and the environment</i>.</p> <p>Evidenced by: Class captains, student representatives on school council, student leadership program, & individual teacher led initiatives. Review options in 2017 e.g. jnr Duke of Edinburgh Awards, Aged-Care partnership, Sister School partnership.</p>	<p>CHSS Context: Students understand that good leaders need to be able to firstly lead themselves. Active self-regulated and self-aware learners can engage in positive self-learning opportunities to bring about</p> <p>Evidenced by: Student/parent/teacher feedback loops. Student self-tracking and self-goal setting to support self-directed learning (differentiated dependant on Year Level – trialling in 2016). Aligning work to Growth Mind Set.</p>

2017 Focus Areas Within the Classroom Curriculum:

TEACHING AND LEARNING PRIORITY (Explicit Improvement Agenda)= High quality teaching with a focus on reading into writing and Explicit Instruction (Gradual Release Model)

EXPECTATIONS: School Improvement Triangle	HIGH IMPACT STRATEGIES	SUPPORT/EVIDENCE at CHSS (Delivery: Consistency, Alignment and Positive Outcomes)
Consistent and Timely use of Data	Student Data informing teaching Student Data Informing students own learning – proficiency level tracking Benchmarks and aspirational data targets – tracking and review	<ul style="list-style-type: none"> - Data Conversations (Policy Document) - Differentiation Cone – tracking class members (tier 1,2,3,4 each term across the year – including Focus Student) - Summative Assessment Framework (Timeline) tracking via eMarkbook - Diagnostic Assessment Framework (Timeline e.g. PAT, PM, PROBE, TORCH...) - Trending Analysis (Data Trending Student, class, Yr Level – including pre and post testing e.g. Mathematics)
Whole School Curriculum Plans and Assessment Consistent and Aligned	Intentional Instructional leadership Consistent delivery of a common curriculum – adjusted via ICP Alignment of curriculum to ACARA Shared curriculum and assessment maps and sample tasks. Consistent delivery of quality assessment tasks Cluster networking and moderation	<ul style="list-style-type: none"> - Curriculum planning sessions - Whole School Curriculum & Assessment Maps - Assessment samples accessible to teachers, students and parents (e.g. ACARA student samples) - Assessment rubrics accessible to teachers, students and parents - Class Weekly Timetables (Literacy Blocks EIA) - Cluster moderation initiatives - Network – HOC Networks, CHSS Team Leader Network, Year Level Teams, Sub-School Teams, SSS team, +
Consistent Implementation of: 1. Whole school Pedagogical Framework and 2. Whole School Behaviour Management Framework	Research Evidenced pedagogical practices	<ul style="list-style-type: none"> - Explicit Instruction: Gradual Release Model (I Do, We Do, You Do while using Learning Intentions and Success Criteria) - Explicit instruction: Specific to Literacy strategies (incl. Reading CAFÉ; 6+1 Writing) + Behaviour Mng Strategies - Walker Learning Model – Piloting program in Prep
Professional Learning driven by Improvement Agenda	Teacher Coaching, Observations and Feedback, Reflection, proficiency tracking Leadership coaching and observations Teacher Aide para-professional learning Alignment of PD to Explicit Improvement Agenda	<ul style="list-style-type: none"> - Teaching and Learning Coaches (HOCs, Master Teacher –Supporting Teaching Cycle + Reading into Writing) - Year Level Team Leader – Coaching support - Teacher self-tracking via Annual Performance Review - Admin Team Learning Walks focus on Literacy and Explicit Instruction - Peer visits – teacher differentiated support on Prof Learning Plans and schools improvement agenda - Class Profiling with teacher differentiated PD program focus on Essential Skills of Classroom Management - Staff /Mini School Meetings – professional sharing
Student-centre differentiated practices	Flexible resourcing based on student data – needs analysis Individual Student Goal Setting and tracking Parent Engagement on Goal Setting and tracking Teacher Case Management based on data tracking	<ul style="list-style-type: none"> - Fly-In Squad Strategy - Teacher Aide Focussed learning Groups - OneSchool Dashboard to assist assessment of student needs - T and L delivered with reference to the Differentiation Cone (Strategies) - Additional support staff Special Ed, Learning Support overseen by SSS HOC (teaching support + Pull-Out, Push-In support) - Student Personalised learning goals - IGNITE: Coding Club, STEM programs, Athlete Development program

(AITSL Standards:1. Know Students and how they learn; 2. Know content and How to teach it; 3. Plan and Implement Effective T&L; 4. Create and Maintain Supportive and safe Learning Environ.; 5. Assess and Provide Feedback and Reporting on Student Learning; 6. Engage in Professional Learning; 7. Engage Professional with colleagues & parents)