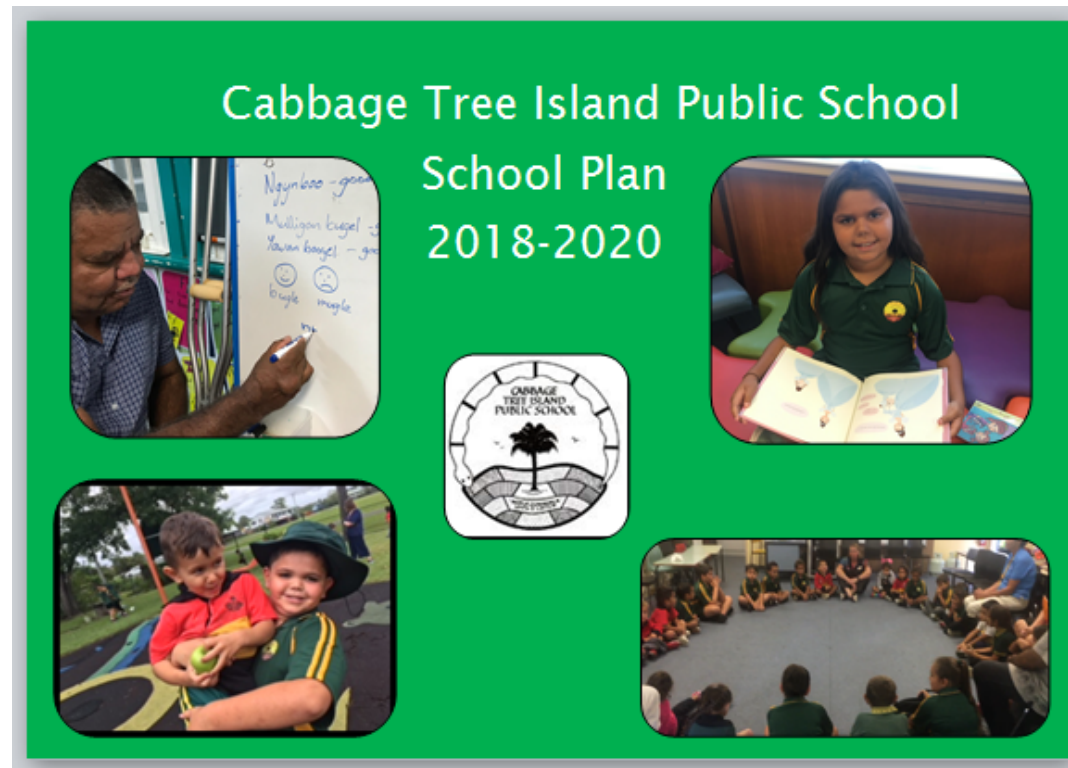


Strategic Improvement Plan 2021-2024

Cabbage Tree Island Public School 1471



School vision and context

School vision statement

Cabbage Tree Island PS provides a high expectations learning environment supporting every student to achieve success. A culturally rich and responsive environment enables the cultural identity of students to be acknowledged and celebrated. Our students strive for academic excellence while also developing as critical and creative learners of the future with a focus on resilience and wellbeing. Our staff work collaboratively with parents/carers and the wider Aboriginal community to foster valued positive relationships.

School context

Cabbage Tree Island Public School is rich in Aboriginal history. It is situated 22km south of Ballina on the bank of the Richmond River near Wardell. The Bundjalung, local Aboriginal culture, language and Stronger Smarter processes are an inclusive part of students learning within our school. The school has an enrolment of thirty six (36) K-6 Aboriginal students and ten Transition to School students (31/2 -5 year olds) on site which operates 2 days per week adhering to the Early Years Learning Framework-Belonging, Being and Becoming. In Term 2, 2021 an additional day has been allocated for the Transition to School Program.

The school offers a high quality learning environment supporting the diverse needs of its students. Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

The school has participated in the Early Action for Success strategy supporting students K-6 in literacy and numeracy since 2016 and has maintained this initiative into 2018.-2021. Strong relationships with the local Ballina-Cabbage Tree Island Aboriginal Education Consultative Group Incorporated (AECG), local community, local Aboriginal and departmental service providers are valued and respected partners to the school.

The school incorporates innovative technology platforms with each student having daily access to a device with newly installed interactive boards in each classroom. The school is known for student excellence in dance performing for large local, state and national events showcasing cultural expression and pride in culture.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student improves in literacy and numeracy every year.

Improvement measures

Target year: 2023

Initiative 1: Reading

NAPLAN Expected Growth Target

Meet or exceed the system negotiated lower bound target of students achieving expected growth in NAPLAN Reading.

Target year: 2023

Initiative 1: Reading

School Based Reading Target

80% of students achieve 1.0+ years worth of reading growth through Waddington Reading Assessment.

Target year: 2023

Initiative 2: Numeracy

NAPLAN Expected Growth Target

Meet or exceed the system negotiated lower bound target of students achieving expected growth in NAPLAN Numeracy.

Target year: 2023

Initiative 1: Numeracy

School Based Reading Target

80% of students achieve 1.0+ years of annual growth in PAT Mathematics assessment.

Target year: 2022

Initiatives

Reading

- PL for staff focused in effective reading practice;
- Purchase of resources to focus on phonics and decodable texts;
- School wide assessment practice in place to monitor and plan for reading teaching and learning; *and*
- Explicit and systemic programming of reading K-6 through school scope and sequence and teaching programs.

Numeracy

- deliver high quality, evidence-based **teaching practices** in mathematics.;
- Regularly utilise consistent and reliable student **assessment** data to track student progress in Mathematics;
- provide access to high quality teaching resources for teachers of mathematics;
- demonstrate explicit and systematic **programming** of mathematics K-6 through school scope and sequence documents;
- Quality professional for staff focused in explicit teaching strategies to improve mathematics; *and*
- Purchase **resources** to support students to meet or exceed expected growth in mathematics

Success criteria for this strategic direction

Initiative 1: Reading: We can:

- The schools reading curriculum provision supports high expectations for student learning;
- Students learning in reading is monitored longitudinally K-6 to ensure continued challenge and maximum learning;
- Teaching and learning reading programs describe expected student progression, knowledge, understanding and skill and the assessments that measure them;
- Teaching and learning reading programs across the school show evidence that they are adjusted to address individual student needs;
- The school uses systematic and reliable assessment information in reading to evaluate student learning over time and implements changes in teaching that lead to measurable improvement; *and*
- The schools value-add trend in reading is positive.

Initiative 2: Numeracy: We can:

- The Mathematics curriculum is enhanced by learning alliances with other schools;
- The schools mathematics curriculum provision supports high expectations for student learning;
- Students learning in mathematics is monitored longitudinally K-6 to ensure continued challenge and maximum learning;
- Teaching and learning mathematics programs describe expected student progression, knowledge, understanding and skill and the assessments that measure them;
- Teaching and learning mathematics programs across the school show evidence that they are adjusted to address individual student needs;
- The school uses systematic and reliable assessment information in reading to evaluate student learning over time and implements changes in teaching that lead to measurable improvement; *and*

Strategic Direction 1: Student growth and attainment

Improvement measures

Initiative 1: Reading

NAPLAN Reading Top 2 Bands Target

Increase the proportion of students in the NAPLAN Top 2 Bands for Reading to meet the system negotiated lower bound Target

Target year: 2022

Initiative 2: Numeracy

NAPLAN Numeracy Top 2 Bands Target

Increase the proportion of students in the NAPLAN Top 2 Bands for Numeracy to meet the system negotiated lower bound Target

Success criteria for this strategic direction

- The schools value-add trend in reading is positive.

Refer: School Excellence Framework Version 2 (2017)

Evaluation plan for this strategic direction

At our school, we will use the QDAI "Evaluative Thinking" process to evaluate the effectiveness of our school plan.

Questions:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- Internal Assessment i.e. Waddington Reading, BURT, Reading Records, PAT Assessments;
- External Assessment i.e. NAPLAN, Check in Assessment, Year 1 Phonics Check, SCOUT;
- Surveys and Observations;
- Student Personalised Learning Pathways
- Student Voice and Student work samples; *and*
- School Excellence Framework (SEF S-aS)

Analysis:

Ongoing analysis will measure the success of initiatives through the 'progress and implementation monitoring' process. Areas for improvement or modification will be identified and enacted.

The school will review progress towards the improvement measures as part of the '*Annual Reflection*' process.

Implications:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The findings of the analysis will inform:

Future actions

Annual reporting on school progress measures

Strategic Direction 2: Quality Teaching and Cultural Competence

Purpose

To ensure all students grow and achieve every year in a culturally supportive learning environment.

Improvement measures

Target year: 2024

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Target year: 2024

The cultural competence for all students is explicitly addressed in teaching and learning programs in consultation with parents and carers.

Initiatives

Quality teachers

Use of the Quality Teaching Framework by all staff

Teaching Standards met by all staff

PDP's aligned to Teaching Standards and Quality Teaching Framework

Culturally competent staff

Stronger Smarter involvement

Staff will be supported to attend Stronger Smarter Professional Learning

Staff will contribute to current research project focused on cultural competence of teaching workforce

Success criteria for this strategic direction

- Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.
- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
- Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy

Evaluation plan for this strategic direction

Question:

Has the quality of teaching improved? How?

How many teachers have engaged with the QTM? How do they feel it has improved their knowledge and practice?

How effective has QTM been in fostering professional dialogue about improving teaching and learning?

Have teachers embedded the QTM in the teaching and learning cycle? How?

Data:

De-identified lesson observations, TTFM survey data, student growth measures (PATs, NAPLAN, internal assessments, reading ages).

Professional learning logs, PD scope and sequence, meeting minutes, pre & post QT teacher surveys, focus groups.

Strategic Direction 2: Quality Teaching and Cultural Competence

Evaluation plan for this strategic direction

Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.

Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Include QTM in allocation of roles and responsibilities.

Refine professional learning schedule to provide regular opportunities for: - Collaborative analysis of data - Professional learning about QTR

Include QT elements in program checklists/templates.

Consider allocation of QT funding in School Improvement Plan across multiple strategic directions