

# Strategic Improvement Plan 2021-2024

## Cabramatta Public School 1472



# School vision and context

## School vision statement

Cabramatta Public School is a nurturing high performing educational community where students are empowered to achieve sustained academic growth and a positive sense of wellbeing in a culturally inclusive environment. The school actively engages with families and communities to provide an evidence based curriculum delivered by expert staff responding to the individual needs of all students. Our goal is to prepare our young learners to connect, succeed and thrive by enhancing learning opportunities and outcomes in and beyond the school.

## School context

Cabramatta Public School is a large, dynamic primary school located in south western Sydney in the Fairfield local government area. The school has a strong focus on academic achievement in a community that highly values learning and has high expectations for the academic and social success of its 588 students made up of 24 mainstream and 3 Special Education classes.

The school community is proud of its cultural diversity which is reflected in all aspects of school organisation, planning and programming. 96% of students come from language backgrounds other than English with a high proportion from South East Asian countries. Students are supported by strong teaching programs including English as an Additional Language or Dialect (EAL/D); Community Languages for Vietnamese, Khmer and Chinese speaking students to maintain their first language to access the curriculum; and an innovative Cultural Studies program which provides for those students from other cultural backgrounds to deepen their understanding about a range of cultures.

The school receives equity funding which provides human, physical and economic resources to support student learning, community participation and wellbeing. These resources are School Learning Support Officers (SLSOs), Learning and Support Teachers (LaST), EAL/D educators, psychologist and speech pathologists. These additional staff resources assist the school to work collectively and collaboratively towards a shared vision of improving learning outcomes for all students.

The school has a strong focus on academic excellence together with a holistic approach for developing the whole child. Professional learning for all staff is a priority supported by two Instructional Leaders funded by the Early Action for Success initiative and a school funded Professional Learning Partner in the planning and implementation of evidence-based teaching and learning programs. Unique specialist programs are also provided for students to engage in the fields of Music, Gardening, Drama, Visual Arts, Physical Education and Filmography.

Strong positive relationships have been formed between the school and the community with experiences made available for parents and school community members to actively participate in and contribute to the education and wellbeing of our students. This includes a dedicated P&C Association, Before & After School Care facility and an onsite Schools as Community Centre which provides a range of social and educational services for the families of students from 0-8 years.

Three areas of focus for this Strategic Improvement Plan have been identified from our recent external validation, situational analysis and consultation with the school community. These build upon the evaluation and achievements of the previous planning cycle and are underpinned by the 'What Works Best: 2020 Update' and 'School Excellence Framework'. The identified areas are: Student Attainment and Growth with a focus on high quality instructional leadership and data informed practice; Excellence in Teaching Practice with a focus on evidence-based pedagogy and highly effective assessment practices; and Positive Partnerships and Strong Connections with a focus on parent and carer partnerships and wellbeing and engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy, teachers will be supported to use and analyse student data to drive quality differentiated teaching and learning.

## Improvement measures

### Target year: 2022

- Increase the proportion of students achieving in the Top 2 NAPLAN Reading bands by 4.8% or more.

### Target year: 2022

- Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 3.8% or more.

### Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN Reading by 5.7% or more.

### Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 4.0% or more.

### Target year: 2024

- 6% or more of students in Years 1-6 will demonstrate growth when comparing the start to the end of year scale score in the Progressive Achievement Test (PAT) in Reading.

### Target year: 2024

- A 10% increase in the percentage of students achieving expected attainment levels in Numeracy benchmarks as evidenced by school based data.

## Initiatives

### Data Informed Practice

*Effective processes and strategies exist for student growth in reading and numeracy through the regular analysis of student assessment data and differentiated learning pathways.*

- Instructional leaders work with teachers using data to monitor and assess student progress, teaching impact and to effectively differentiate reading and numeracy programs.
- Embed explicit teaching practices to set appropriately challenging reading and numeracy goals for all students to achieve their educational potential.
- High impact professional learning in data literacy and analysis to drive teaching programs across the school (K-6, EAL/D, LaST and Support Unit).

### High Quality Instructional Leadership

*Effective strategies and processes ensure highly engaging, data driven learning opportunities through a high trust, high expectations learning environment.*

- Embed a consistency of pedagogical practice to build strong professional learning communities that have a committed focus to improving student outcomes.
- Implement professional learning models, including coaching and mentoring, to provide high quality differentiated support to build individual teaching capabilities.
- Engage in professional learning opportunities to build capacity in differentiating teaching and learning programs to achieve individual student learning goals.

## Success criteria for this strategic direction

- Teachers analyse, interpret and extrapolate data collaboratively to inform planning, identify interventions and modify teaching practice. (SEF - Data skills and use: Data Literacy).
- Proficient use of student data provides responsive, explicit and differentiated learning experiences. (SEF - Data skills and use: Data use in Teaching).
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. (SEF - Curriculum: Differentiation).
- Whole school opportunities are provided through mentoring and coaching support to ensure the ongoing development and improvement of all teachers., by expert teachers. (SEF - Learning and Development: Coaching and Mentoring).
- The school identifies growth targets for individual students using internal progress and achievement data. (SEF - Student Performance Measures: Student Growth).

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Data:

- NAPLAN data
- SCOUT value added
- PLAN2 data - baseline and regular updates
- K-2 Reading levels
- Check in Assessment data
- Progressive Achievement Test - Reading

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

- Teacher surveys - teaching and learning practices

The data will be collected and analysed on a termly basis to support monitoring and inform future teaching.

# Strategic Direction 2: Excellence in Teaching Practice

## Purpose

In order to pursue excellence in student learning outcomes in literacy and numeracy, teachers will evaluate the effectiveness of their teaching practices individually and collaboratively, to embed evidence based practices in planning for the specific learning paths for their students.

## Improvement measures

### Target year: 2024

- Improvement in the themes of *Explicit Teaching* and *Teaching and Learning Programs* to the level of Excelling as measured by the School Excellence Framework.

### Target year: 2024

- Improvement in the themes of *Whole School Monitoring of Student Learning* and *Formative Assessment* to the level of Excelling as measured by the School Excellence Framework.

### Target year: 2024

- A significant increase in teacher confidence in knowledge of and delivery of evidence-based practices.

## Initiatives

### Evidence-based Pedagogy

*Effective explicit teaching methods are operating in all classrooms, with the highest priority given to current evidence-based teaching strategies.*

- Draw on experts to provide comprehensive professional learning to strengthen collective pedagogical knowledge and understanding in the teaching in literacy and numeracy.
- Strengthen the consistent employment of evidence-based teaching strategies to support curriculum planning and delivery.
- Implement collaborative practices to build capacity of staff to embed quality evidence-based teaching learning practices.

### Highly Effective Assessment Practices

*Whole school assessment strategies are in place designed to ensure the learning and academic growth of all students is systematically and consistently monitored.*

- Develop, implement and embed guidelines for data collection, recording and analysis at teacher, stage and whole school level.
- Provide ongoing professional learning to inform teaching and learning that is responsive to student need.
- Develop and utilise consistent school wide tools to collect, analyse and monitor student learning.

## Success criteria for this strategic direction

- Teachers are committed to identifying, understanding and implementing the most effective explicit teaching practices, based on What Works Best for student achievement in literacy and numeracy. (SEF - Effective Classroom Practice: Explicit Teaching)
- Teachers' professional development is supported by a whole school approach to develop professional practice, informed by current evidence and research. (SEF - Assessment: Formative Assessment)
- The school's curriculum provision and evidence-based teaching practices promote learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum: Teaching and Learning Programs)
- Leaders, classroom teachers, EAL/D and Learning and Support Teams (LST) systematically assess, monitor and track students' learning improvement in literacy and numeracy areas of focus. (SEF - Assessment: Whole School Monitoring of Student Learning)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture: High Expectations)

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness/successes of these initiatives:

- Teaching and learning programs and teacher assessment documentation.
- Teacher confidence reporting tool - focus groups
- Classroom observations
- School Excellence Framework

Ongoing analysis of the available data will be embedded

## Strategic Direction 2: Excellence in Teaching Practice

### Evaluation plan for this strategic direction

---

through progress and implementation monitoring using:

- regular professional discussion with school teams around the School Excellence Framework elements and themes
- regular review meeting with executive to analyse and triangulate data sources, including internal and external data

The findings will inform future actions and directions.

# Strategic Direction 3: Positive Partnerships and Strong Connections

## Purpose

In order to ensure that every student maximises their learning potential and improves every year, a whole school planned approach to wellbeing will be developed to support high levels of shared responsibility for learning and wellbeing at home and at school.

## Improvement measures

### Target year: 2022

- Increase the proportion of students attending school more than 90% of the time to a minimum of 86.4% or more.

### Target year: 2022

- Achieve a minimum of 91.8% of students indicating a Positive sense of Belonging in Tell Them From Me (TTFM).

### Target year: 2024

- Sustaining and Growing in at least five or more statements of the HPGE policy.

### Target year: 2024

- In the Key Dimension of *Connect Learning at home and at school*, the school is working at the Sustaining Stage of engagement as measured by the *Family School Partnership Framework*.

### Target year: 2024

- Excelling in the theme *A Planned Approach to Wellbeing* as measured by the School Excellence Framework.

## Initiatives

### Parent/Carer Partnerships

*The Parent/Carer Partnerships initiative aims to create a culture of high expectations and effectively build strategies for student success.*

- Build and foster connections between families and the school that promote student learning and high expectations, and families contributing to students' success at school.
- Implement inclusive school policies, practices and programs to strengthen the school's culture of inclusion and belonging for all families that reflects and respects diversity within the school's community.
- Establish, build and maintain whole school practices for consultation and strengthen partnerships with parents regarding student progress and achievement.

### Wellbeing and Engagement

*Embedding a whole-school approach to promote engagement and challenge for every student across intellectual, creative, social-emotional and physical domains.*

- Build staff capacity and understanding of the Wellbeing Framework and implement effective classroom and school-wide strategies to support the holistic wellbeing of students.
- Embeds strong and successful transition practices that involve collaborations between parents/carers, students and the school that inform and support continuity of learning for all students at all transition points.
- Complete a situational analysis of attendance practices, design an action plan reflective of analysis and implement strategies to support attendance.
- Develop and implement highly effective programs and practices to engage and challenge the talents of high potential and gifted students in literacy and numeracy.

## Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF- Learning - Wellbeing - A planned approach to wellbeing)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF- Learning - Wellbeing - Behaviour)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes. (SEF - Learning Culture: Attendance)
- Highly effective programs and practices are implemented to engage and challenge high potential and gifted students across the intellectual, creative, social-emotional and physical domains of potential. (SEF - Curriculum: Curriculum Provision).
- Aboriginal culture and identity is valued, respected and promoted throughout the school community, with high expectations for the educational achievements for Aboriginal students, and Aboriginal students achieving outcomes that match or better the outcomes of all students. (SEF - Learning Culture: High Expectations).
- Teachers, parents and carers collectively support students through effective and successful school transitions; new environments, relationships, routines and expectations of future steps in schooling. (SEF - Learning: Learning Culture (Transition and Continuity of Learning)).
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture: High Expectations).

## Evaluation plan for this strategic direction

## Strategic Direction 3: Positive Partnerships and Strong Connections

### Initiatives

---

- Design and implement an Aboriginal Education Strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non Aboriginal student to develop knowledge, understandings and appreciation of Aboriginal history and culture.
- 

### Evaluation plan for this strategic direction

---

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

#### Data:

- Tell Them From Me Survey data
- School Assessment Tool
- Attendance reports
- SENTRAL negative incident reports
- Student and parent/carer voice - focus groups and individual interviews
- Transition attendance records
- Counsellor referrals for wellbeing
- Seesaw engagement data

Ongoing analysis of data will drive areas of improvement and modification.

The findings of the analysis will inform future actions and directions.