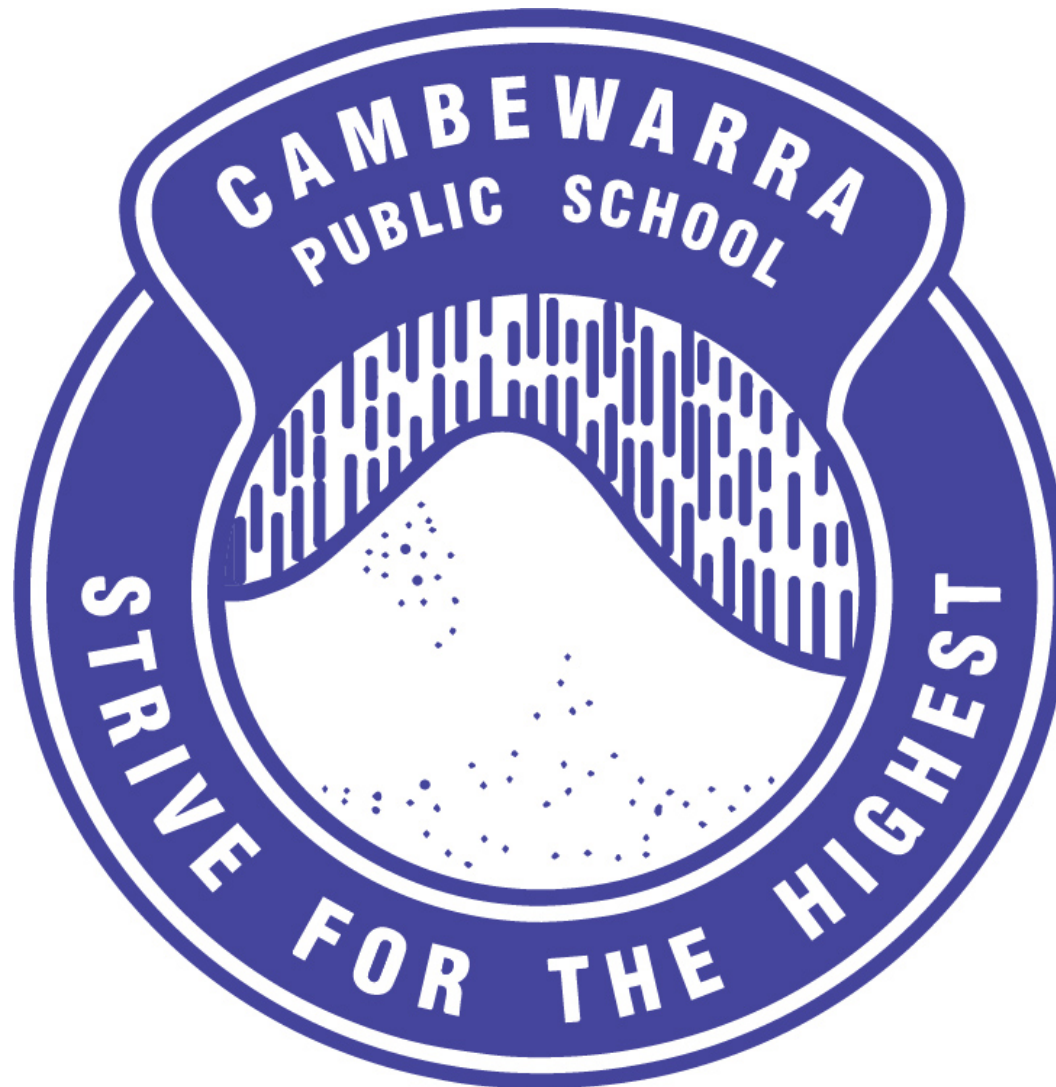


Strategic Improvement Plan 2021-2025

Cambewarra Public School 1481



School vision and context

School vision statement

At Cambewarra Public School, we 'Strive for the Highest' by instilling our learner qualities of bravery, curiosity, persistence and teamwork. This will provide students with the skills to become lifelong learners for this constantly evolving world.

Our students will be engaged, critical thinkers who contribute to society in a meaningful way by leading rewarding lives.

School context

Cambewarra Public School is located at the foothills of Cambewarra Mountain. The name comes from two Aboriginal words, 'cambe', meaning fire and 'warra', meaning a high place or mountain. The school was first established in 1859 with an enrolment of 48 students. It was located on Main Road in what is now the Scout Hall. School enrolments are approximately 250 with 10% from Aboriginal or Torres Strait Islander background.

The school provides a caring supporting learning environment and has an outstanding reputation in the wider community.

The school prides itself on strong genuine partnerships with families supporting the school's shared vision and school plan focus areas. The school enjoys a positive and active P&C, an Out of School Care morning and afternoon program for working families and a highly regarded Vacation Care program. We have a Defence Mentor program for the defence families.

Our community of schools effectively collaborate to enhance teaching, learning and leadership across the schools. There is a strong focus on sharing resources, expertise and practices, including authentic partnerships with the AECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group and the NSW Department of Education 2020-2030.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment - When analysis of data was conducted against the student measures it was evident that a high proportion of students were meeting the minimal standards and a high proportion of students were in the middle bands of NAPLAN. The focus will be moving the middle to the top and improving growth from Years 3 and 5. This is based on evidence from the CESE 'What Works Best document'.
2. Coaching and mentoring - 'The What Works Best' document provides evidence that Collaboration and the Effective Use of Data are high impact strategies in improving student outcomes. The school, with its partnership with Newcastle University, began the practice of how teachers observed and analysed their teaching with peers. There will be a sustained focus on embedding this practice into the school with regular data analysis.
3. Highly engaged learners - High Expectations is another focus area from the 'What Works Best' document. Through focus groups and surveys it was evidenced that Cambewarra children are compliant, however, they could take more responsibility for their learning through personal reflection of feedback and personal goal setting. There will be a focus on STEAM (Science, Technology, Engineering, Arts, Mathematics) so that students will be critical and creative thinkers.

Strategic Direction 1: Student growth and attainment

Purpose

Our students have access to quality learning experiences through rich literacy and numeracy pedagogy. Teaching and Learning programs are evaluated to inform best practice. Feedback is timely and focused on negotiated, attainable student goals.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework.

Learning - Assessment (some elements will be excelling).

Teaching - Effective Classroom Practice (some elements will be excelling).

Initiatives

Explicit Teaching

Explicitly teach reading and numeracy and ensure that students can articulate and understand the success criteria and learning intentions. To achieve this we will;

- provide ongoing professional development on explicit teaching strategies
- tell students what they will be learning, and being clear about the purpose of tasks
- demonstrate or explain new ideas, and check that students understand
- give specific feedback based on success criteria, systematically delivery skills, concepts and content knowledge in the right sequence to provide the building blocks towards mastery
- assess and confirm whether students understand what they are learning before progressing
- review learning and explain how it contributes to related and more complex skills
- provide opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills.

Formative Assessment

Students will receive high quality feedback that focuses on improving outcomes, processes and student self regulation. To achieve this we will;

- provide ongoing professional learning for all staff on effective student feedback
- reflect and communicate about the task with students
- provide students with detailed and specific feedback about what they need to do to achieve growth as a learner encouraging students to self-assess, reflect and monitor their work
- ensure that students act on feedback that they receive.

Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF Learning - Assessment).

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. (SEF Teaching - Explicit teaching).

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. (SEF Teaching -Feedback)

Evaluation plan for this strategic direction

To ensure that we know that teachers are delivering reading and numeracy effectively and explicitly we will analyse both internal data (teacher's programs, assessments, teacher's professional learning exit slips) and external data (NAPLAN and check in assessments).

The impact of students articulating and understanding success criteria and learning intentions and student achievement will be analysed through student achievement data, observations, student goal setting and teacher and student surveys.

To ensure that we meet the Premier's targets we will regularly analyse student data and focus areas and change accordingly.

Strategic Direction 2: Coaching and mentoring

Purpose

Our leaders and teachers apply research based professional development. There is a coaching and mentoring culture to develop and enhance student focused learning. Teachers effectively collect and analyse data to guide and implement future programs.

Improvement measures

Achieve by year: 2025

Collaboration: Peer observations will be embedded with all teaching staff K-6. There will be a culture of regular classroom observations on a regular basis.

Evidence Informed Practice:

All teachers will be proficient in collecting, analysing and evaluating data and statistics to target and direct their teaching and learning programs.

Achieve by year: 2025

School Excellence Framework measures: Sustaining and Growing with excelling elements in Teaching; Learning and Development, Data Skills and Use and Educational Leadership.

Initiatives

Collaboration

- Teachers and school leaders will draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.
- All teachers should will open their classrooms and participate in structured lesson observations that focus on how different teaching approaches impact on student learning.
- School leaders will create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

Evidence informed practice.

Teachers and leaders will collect meaningful data from all stages of the learning process. They will gather both qualitative and quantitative data, using consistent, rigorous and ethical data collection methods.

Teaching and learning will directly be informed by data through monitoring and reflecting on the progress of every student. Connections will be made between different data sets to build up a rounded picture of each student. Student data K-6 will be analysed to identify wider trends, and highlight both effective and ineffective teaching practices work for which students.

Analysis of data will be embedded within a whole-school framework by ensuring there is a school-wide plan to collect robust evidence of student learning and use that data to targets teaching and tracks student progress over time.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF-Teaching - Collaboration)

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. (SEF - Teaching Coaching and mentoring).

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use (Sustaining and Growing in the themes of Data Literacy, Data Analysis and Data Use in Teaching and planning)).

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. (SEF- Learning-Reporting).

Evaluation plan for this strategic direction

To ensure that the observation process directly impacts an student achievement we will analyse data from the student pre and post test assessments, teacher observation feedback and Quality Teaching Framework.

We will know that coaching sessions are effective and teachers have improved their practices when teachers can confidently analyse and discuss the implications of their data collection. Evidence collected will include the evaluation of teachers professional development plans and notated feedback from coaching notes.

We will ensure that we have an effective assessment schedule that is used consistently and informs learning K-6.

Strategic Direction 3: Highly engaged learners

Purpose

Our students are highly engaged learners. Teachers collaborate to design programs that are differentiated, creative, meaningful and allow for student choice and independent learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 84.0%.

Achieve by year: 2025

Improvement in the theme of High Expectations to the level of Excelling as measured by the School Excellence Framework.

Wellbeing

Achieve by year: 2023

Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 91.5%.

Initiatives

High Expectations

All students are engaged through our Learner Values. All students have differentiated learning goals, including our high potential and gifted students; and know the steps that are needed to achieve them. To achieve this we will;

- Teachers will hold high expectations of their students so that it impacts student achievement and learning, as well as student behaviour, motivation, self-esteem and attendance.
- Ensure that students are challenged and engaged in school to build a culture of high expectations.
- Appropriate differentiation of the curriculum for all students.
- All students to be connected and cared for through advocacy and tracking.

STEAM

- Teachers and students will be highly engaged in STEM and Creative Arts programs.
- There will be a termly focus on an area of Creative Arts.
- STEM will be used across the curriculum to engage students and to develop critical and creative thinking skills.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF-Learning-Learning Culture)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Learning - Curriculum).

Technology is effectively used to enhance learning and service delivery. (SEF - Leading - School Resources)

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. (SEF - Leading - School Resources).

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. (SEF - Learning - Wellbeing).

Evaluation plan for this strategic direction

So that all students are working at their capacity we will analyse teacher programs, observe and conduct regular surveys.

We will evaluate how well teachers and students are using technology there will be rigorous analysis of programs, pre and post surveys, observations and links to research and best practice.

To ensure that we have high quality Creative Arts programs we will conduct pre and post assessments, conduct observations and conduct regular student, teacher and parent surveys.