

# Strategic Improvement Plan 2021-2024

## Caniaba Public School 1492



# School vision and context

## School vision statement

---

At Caniaba Public School we are committed to Inspiring our students to Aspire for Excellence

## School context

---

Caniaba Public School is a small rural school located in a low-socio economic area of the Northern Rivers of NSW. The school is 8km from Lismore and caters for students from Kindergarten to Year 6. Caniaba Public School has 2 permanent teaching staff with a current student enrolment of 33. The school has a strong relationship with our small P&C and the wider community.

Caniaba Public School has a proud and long history of educating students from the local district, and is well known for its excellent support of all students, particularly those who require a personalised and individual learning path. Caniaba Public School provides students with strong creative and practical arts opportunities, and promotes safe and fair learning through the Positive Behaviour for Learning framework. Our school is recognised in the region and across the state as a school with Wellbeing practices evidenced at Excelling.

In 2020 Caniaba PS completed External Validation and conducted an extensive situational analysis. Three areas of focus for the Strategic Improvement Plan 2021-2024 were identified through these processes. It is important to note that this builds upon the work undertaken in the previous school planning cycle around ensuring a learning environment which supports students to be confident, successful, resilient, self-regulating, respectful, ambitious and engaged as part of a positive whole-school community. Through a culture of high expectations, educational leadership and effective classroom practice we challenge each student to achieve high outcomes in literacy and numeracy. The school is part of a successful learning alliance with 17 other schools in our community and external partners including Southern Cross University.

Through our situational analysis, we have identified a need to continue to use data driven practices that ensure all students have access to stage appropriate learning. There is a need to further build teacher capabilities through collaborative practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

We have identified that further high impact professional learning and whole-school initiatives will further develop teacher capacity to cater for the needs of all students. We have identified that very specific and targeted interventions need to be in place for all students at the point of need and as early as possible in students' learning, particularly for students with high potential.

# Strategic Direction 1: Student growth and attainment

## Purpose

---

To increase student attainment in NAPLAN Reading and Numeracy and deliver against the Premier's Priorities.

## Improvement measures

---

### Target year: 2022

Increase the proportion of students achieving in the top two bands NAPLAN reading by 5 percentage points to meet the system uplift target.

Increase the proportion of students achieving in the top two bands NAPLAN numeracy by 10 percentage points to meet the system uplift target.

### Target year: 2022

The proportion of students achieving expected growth in NAPLAN reading achieves the target of 80%.

The proportion of students achieving expected growth in NAPLAN numeracy achieves the system target of 60%.

## Initiatives

---

### Reading Improvement

- **Curriculum**

Curriculum provision - collaborative planning, delivery and assessment supports high expectations of staff, students and parents.

Teaching/Learning programs - student feedback is sought and evidenced in revised lessons; all students have negotiated learning goals; and all staff utilise a range of assessment strategies to monitor student progress and achievement against PLAN2 learning progressions.

Differentiation - adjustments and accommodations are matched to need and supported through Tier2 targeted interventions.

Assessment - we will continue to build and strengthen our skills in assessment for learning and formative feedback and this is utilised consistently across all classrooms.

### Numeracy Improvement

- **Learning and development -**

Collaborative practice and feedback - Quality Teaching Rounds and modelling of effective practice by identifying expertise; strategic professional learning with Quality Teaching advisor and Literacy/Numeracy advisor.

Professional learning - targeted, high-impact professional learning and evaluations of impact.

Expertise and innovation - expert contemporary knowledge, and deployment of, effective teaching strategies in numeracy.

## Success criteria for this strategic direction

---

**Curriculum provision** - Tell Them From Me surveys - students once a semester; teachers/parents annually - support high expectations and positive wellbeing practices. Staff attendance and engagement at community of schools collegial meetings as evidenced by agendas/minutes. Three-way student/parent/teacher interviews occur at least annually.

**Teaching & Learning Programs** - Two randomly selected lesson plans from teaching/learning programs each term evidence systematic planning and collaborative design. Two randomly selected lesson plans each term identify individual student learning needs and show evidence of adjustments and accommodations.

**Assessment** - Student progress and achievement monitored twice each term and teachers respond to trends at individual, group and whole-school levels.

**Reporting** - Data used to inform collective decisions about student learning and aligns improvement measures in the school plan as evidenced by student reports twice yearly, the annual report, parent/teacher meetings and Tell Them From Me surveys.

## Evaluation plan for this strategic direction

---

Data evidence sets will include:

- teaching/learning programs; student progress and achievement data; internal & external assessment data; learning goal progress
- Individual Education Plans & Personal Learning Plans
- annual report; Parent/Teacher interview attendance; P&C meeting minutes

Analysis and evaluation will result in adjustments to progress and implementation measures of reading improvement and numeracy improvement initiatives, interventions for student learning, and reporting to parents.

# Strategic Direction 2: Teaching

## Purpose

---

To improve our ability to identify, understand and implement the most effective evidence-based teaching methods, to enable continuous improvement for all students across the full range of abilities.

## Improvement measures

---

### Target year: 2024

Improvement against the School Excellence Framework in the Teaching Domain is validated as Excelling in the element of Learning and Development.

### Target year: 2024

Improvement against the School Excellence Framework in the Teaching Domain is validated as Excelling in the elements of Effective Classroom Practice and Data Skills and Use.

---

## Initiatives

---

### Quality Teaching

- **Learning and development** -

Collaborative practice and feedback - Quality Teaching Rounds and modelling of effective practice by identifying expertise.

Professional learning - targeted, high-impact professional learning and evaluations of impact.

Expertise and innovation - expert contemporary knowledge of, and deployment of, effective teaching strategies.

---

### Effective Practice

- **Effective Classroom Practice** -

Collaboratively-designed lesson planning for teaching/learning programs; Feedback - elicited regularly from students to inform teaching practice.

- **Data skills and use** -

Identified professional learning of data concepts to enable in-depth analysis, interpretation, extrapolation and collaborative use for student achievement and impact of teacher effectiveness.

Understanding, development and application of a range of assessment strategies in determining teaching directions, and reflections on teaching effectiveness are documented and evidenced.

Three-way interviews (student/parent/teacher) to collaborate on identification of strategic priorities.

Collection, use and understanding of data with changed practice as a result.

---

## Success criteria for this strategic direction

---

**Teaching** - One Quality Teaching Round (4 staff) each term facilitates whole-school collaborative practices . Instructional rounds once a term. Teaching/Learning programs reviewed once a term - evidence of self-reflections leading to changed practice.

**Professional Learning** - Targeted, high-impact professional learning through performance and development plans linked to the Strategic Improvement Plan and NSW Teaching Standards reviewed twice each year.

**Data** - Tier2 interventions - Tier2 team established. Minutes of meetings, decisions & implementation. All students have three learning goals linked to PLAN2 and recorded in SharePoint. Teachers collaboratively use skills in data to inform planning, identify Tier2 interventions and modify teaching practice as evidenced in teaching/learning programs collected each term.

## Evaluation plan for this strategic direction

---

Data sets will include:

- Instructional rounds, observations and feedback - at least once per term
- Teaching/Learning programs - collected and reviewed once each term
- Performance and Development Plans & professional learning evaluations monitored twice yearly
- Student feedback data - collected once each term
- School-wide classroom management systems - monitored twice each term; Wellbeing data - monitored twice each term

Analysis and evaluation will result in adjustments to progress and implementation measures of quality teaching and effective practice initiatives.

# Strategic Direction 3: Management Practices and Processes

## Purpose

---

To ensure administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members at Caniaba PS.

## Improvement measures

---

### Target year: 2022

Improvement as measured by our attendance data of students attending school 90% or above uplift of 9 percentage points

### Target year: 2024

Improvement as measured against the School Excellence Framework in the Leadership Domain, educational leadership, school planning, implementation and reporting and management practices and processes elements self-assessed and validated in 2024 at excelling.

---

## Initiatives

---

### Attendance Improvement

Attendance database indicates our system for contacting parents, engaging students and documented interventions increases attendance rates

### Educational Leadership

- **Educational Leadership -**

Instructional leadership - leadership development through distributed instructional leadership, identifying expertise and strategic professional development.

High expectations culture - engagement in professional learning communities.

Performance management and development - recognition of high performing teachers through the accreditation process, and performance and development plans.

- **School planning, implementation and reporting**

Continuous improvement - the strategic improvement plan is well-conceived, effectively implemented and effects improvement through monitoring of progress measures.

- **Management practices and processes -**

Service delivery - responsive to school community feedback.

---

## Success criteria for this strategic direction

---

**Attendance:** attendance is monitored regularly, systems identify concerns and actions are effectively implemented. Attendance is linked to the Top of the Tree Positive Behaviour for Learning reward system.

**Educational Leadership:** leadership development monitored through performance and development plans. Instructional rounds at least once a term. All teaching staff attend collegial meetings each term. Quality Teacher Advisor & Literacy/Numeracy Strategy Advisor input, shown by agendas and minutes. NSW teaching Standards linked to performance and development plans - reviewed twice yearly. Strategic professional development supports teachers through accreditation processes.

**School planning, implementation and reporting:** Continuous improvement - progress measures monitored each term. Student progress and achievement data monitored at least twice each term.

**Management practices and processes:** Service delivery - internal school community surveys once each term. Tell Them From Me surveys each year.

## Evaluation plan for this strategic direction

---

Data sets will include:

- Attendance data reviewed each fortnight and procedures each year
- Student engagement and teaching practice impact on improving attendance
- Evidence of distributed leadership, succession planning and leadership development through performance and development plans
- Tell Them From Me surveys; Annual school report
- School procedures and systems - reviews each year

Analysis and evaluation will result in adjustments to progress and implementation measures of attendance improvement and educational leadership initiatives.