

# Strategic Improvement Plan 2021-2024

## Caringbah Public School 1508



# School vision and context

## School vision statement

To provide high quality education in an innovative , inclusive and nurturing teaching and learning environment while promoting a culture of high expectations and purposeful collaboration between the school, students and community.

## School context

Caringbah Public School, with an enrolment of 324 students, is an inclusive school, committed to the development of the whole child. Our caring learning environment is focused on ongoing improvements in student learning outcomes through the delivery of high quality teaching and learning programs. Our students are encouraged to reach their full potential in all aspects of school life.

Our school's priorities are the development of individual literacy and numeracy levels of all students through the implementation of evidence based programs as well as building a positive culture of engagement and wellbeing. We currently engage with the latest technologies in the classroom and also offer a range of extra- curricular activities to cater for a variety of student needs. Our motto is 'Ever our Best'. Students are supported and nurtured to achieve their best at all times whilst being caring, respectful and responsible.

We are an inclusive school, with four support classes for students with Autism, located in the southern suburbs of Sydney and we are supported by a vibrant community who are very involved and committed to the activities and programs which together with their partnership, lead to the growth of students who achieve success both in and out of the classroom.

Through our situational analysis outcomes, we have identified a need to use more data driven practices in the form of evidence informed programs to ensure that all students have access to appropriate learning. The need is for whole school assessment practices which are accurate and consistently used in each class and stage and therefore across the whole school to develop a real pattern when identifying the gaps and the programming needs for specific areas eg reading and numeracy. Further work needs to occur around how we plan for and deliver quality instruction to students with additional needs., including those identified as high potential and gifted.

Work will take place embedding quality practices in K-6 spelling and reading instruction using evidenced informed programs and the instructional leader will lead much of this work in the school.

Work will also take place in mathematics using the guidance and expertise of the schools services team. This will be followed up on by the instructional leader.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support - mainly in the form of Minilit and Maclit. Structures will be put in place to identify students who need intervention and students not showing growth will continue to be referred to the Learning and Support teacher for intensive intervention and the case approach.

Continued monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the community in this process will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve students outcomes across K-6 in reading and numeracy and to build foundations for future academic success, we will develop and refine explicit teaching practices in all classrooms which are supported by strong and effective programming which is dynamic and engaging when presented by teachers who use evidence based teaching practices.

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving in the top two bands Naplan Reading from in 2019 to our lower bound target. **Uplift = 11%**

### Target year: 2022

Increase the percentage of students achieving in the top two bands Naplan Numeracy from 2019 to our lower bound target. **Uplift = 19%**

### Target year: 2024

To move towards excelling in Curriculum - differentiation

### Target year: 2023

Increase the percentage of students achieving expected growth Naplan Reading from 2019 to our lower bound target. **Uplift = 8%**

### Target year: 2023

Increase the percentage of students achieving expected growth Naplan Numeracy from 2019 to our lower bound target. **Uplift =18%**

### Target year: 2024

Increase the percent of targeted students meeting or exceeding their individual learning goals / stage benchmarks so that equity gaps are closing.

### Target year: 2024

## Initiatives

### Differentiated learning

We will achieve this through:

Teachers will use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

We will utilise the experts in the Learning and Support team - counsellor, Principal, wellbeing officer and AP Support for consultation and advice around student need and learning. This will include the use of the COVID learning support teacher 0.4, the EALD teacher plus 0.6 LAST teacher for small group instruction and in class professional support.

We will embed and use High Impact Professional Learning and build teacher capabilities and collective pedagogical practice.

### Numeracy K-6

In Numeracy, we will embed sustainable whole school practices for collecting and analysing data and the evaluation of this data will be used to inform teaching practices and teacher professional learning. The Learning Progressions will be used in conjunction with the syllabus and PLAN 2 to accurately plot students and assess for future learning, beginning with additive strategies and multiplicative strategies.

The Instructional Leadership (IL) program will support mathematics programs K-6 through the development of scope and sequence documents K-6 for the whole staff to follow and refine as needed in stage teams. IL staff will engage in data analysis to support teachers identify gaps in programs.

We will utilise professional learning using Literacy and Numeracy Strategy Advisors (LANSA's).

## Success criteria for this strategic direction

### Student performance measures

The school achieves excellent value-added\* results, significantly above the value added by the state average.

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

### Effective Classroom Practice

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.

### Professional standards - Improvement of practice

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

### Curriculum - Differentiation

Teaching and learning programs across the school show

# Strategic Direction 1: Student growth and attainment

## Improvement measures

To move towards excelling in Effective Classroom Practice

### Target year: 2024

At least 75% of students in years 2-6 will demonstrate a 0.4 growth (calculated through the effect size formula) when comparing start of year to end of year scaled scores in the progressive Achievement test (PAT) test in numeracy.

## Initiatives

### Reading K-6

In reading we will embed sustainable whole school processes for collecting and analysing data and the evaluation of this data will be used to inform teaching strategies and teacher professional learning as well as resourcing. We will use evidence based programs to support learning needs of students in reading.

There will be K-2 use and thorough implementation of the Initialit program. We will embed a culture of high expectations of literacy learning in all classrooms.

In Years 3-6, there are strong support groups operating using evidenced based practices to target those students requiring support in reading through Minilit and Maclit. In addition to this, there is a 3-6 reading program Cars and Stars being implemented. We will embed consistent practices K-6 in teaching grammar and punctuation, as well as a learning culture that enables students to create, receive feedback and achieve their learning goals.

## Success criteria for this strategic direction

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.

## Evaluation plan for this strategic direction

### Questions

Are our students increasing in their growth and attainment in reading and numeracy?

What has been the impact of our differentiation strategies?

What has been the impact of our Reading and numeracy professional learning and implementation of enhanced strategies?

### Data

we will use a combination of data sources:

- Internal eg PLAN2, PAT
- External assessment eg NAPLAN, check in assessments
- Survey
- Observations
- Focus groups
- Student voice
- Interview
- Document analysis

**Analysis:** Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

**Implication:** Rigorous analysis of the data to determine

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

## Strategic Direction 2: Data and assessment

### Purpose

To ensure assessments and the resultant data are used effectively and precisely and as an integral part of daily classroom practice to evaluate student learning and development. This will enable teachers to implement changes in programming and delivery which lead to measurable gains in literacy and numeracy.

### Improvement measures

#### Target year: 2024

To move towards excelling in assessment and data use and skills.

#### Target year: 2024

To move towards excelling in learning and development- Collaborative practice and feedback .

#### Target year: 2024

Student growth and achievement will be plotted on a data wall using the progressions showing all students are growing in their learning.

### Initiatives

#### Data and Assessment

**We will achieve this through:**

##### Assessment

Make student assessment a part of everyday practice so that teachers use assessment to provide students with learning opportunities. Teachers will design and deliver high-quality formal assessment tasks.

We will work together as a staff to compile an accurate list of assessments for use across the whole school K-6 so that all staff are familiar with the most appropriate and evidence informed assessment tools to use. We will engage in staff professional learning around these tools and their correct use.

##### Data informed practice

Teachers will use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

**Assessment / data collation.** We will engage in assessment schedule which produce data, analyse this data in stage teams and then interpret the data to create learning which results from the analysis.

##### Collaboration through Instructional leadership program

##### Collaboration

Teachers will work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

We will utilise the support of a DP IL ( above

### Success criteria for this strategic direction

#### Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

#### Data use and skills

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.

#### Learning and development - Collaborative practice and feedback

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, schoolwide improvement in teaching practice and student results.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of our focus on assessment and data skills and use for staff and students?

What has been the impact of our instructional leadership program?

**Data :** TTFM - staff, programs, observations, teacher surveys, students outcome tracking sheets, PDPs.

**Analysis:** Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

**Implication:** Rigorous analysis of the data to determine

## Strategic Direction 2: Data and assessment

### Initiatives

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establishment) to work across the whole school, developing teaching and learning practices and procedures with an emphasis on supporting high expectations of all staff to produce lessons which are based on the analysis of accurate data. We will use feedback as a tool to develop learners who are reflective and responsive to the explicit teaching in their rooms. We will work within the High Impact Professional Learning framework.

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### Evaluation plan for this strategic direction

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impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 3: Supporting learning in a changing world

### Purpose

To examine future focused learning practices as a school and to give greater attention to preparing students across all curriculum areas for today and tomorrow. This will be achieved through all stages of learning to enable moving ahead in critical thinking, the analysis of information and the making of connections through what is being taught and students' wider world. The school will use technology as a learning tool to further student opportunities and engagement.

### Improvement measures

#### Target year: 2024

To move towards excelling in **Learning and development: Innovation and expertise.**

#### Target year: 2024

Increase in the number of sustainability learning opportunities for students and increase positivity and student engagement towards sustainability projects as measured by student voice, community and staff surveys.

#### Target year: 2024

Increase in future focused learning opportunities featuring high engagement, student positivity, technology skill and innovation as measured through student voice, community and staff surveys.

#### Target year: 2024

To move towards excelling in School resources-technology and Facilities. .

#### Target year: 2024

Increase in the percentage of students who achieved the top 2 bands in naplan achieving higher than expected growth. in Naplan or PAT effect size .

#### Target year: 2024

### Initiatives

#### Future focused learning

##### High expectations:

Provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.

To succeed in the future, our students will require research, problem-solving and critical thinking skills. They will need to be able to work independently and together with groups of other student ( NSW DoE 2015)

Effective inquiry is more than just asking questions. Inquiry based learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others.

#### High potential and Gifted students

The High Potential and Gifted Education Policy promotes engagement and challenge for every student, regardless of background and across intellectual, creative, social-emotional and physical domains. It supports every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

#### Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

The school will enhance the Sustainable school-wide initiatives and events these include grant applications for maintenance and upkeep of sustainable projects, gardening projects and building works to ensure the

### Success criteria for this strategic direction

#### Learning and development: Innovation and expertise.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

#### School resources: technology and facilities.

Technology that supports learning is available and expertly integrated into lessons by teachers.

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. Most students will exhibit digital capabilities and skills to adapt to learning in a changing world.

#### Student performance measures : Student Growth

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

### Evaluation plan for this strategic direction

**Question:** What has been the impact on students' future-focused learning this year?

What has been the impact of increased sustainability projects ?

What has been the impact of increased technology as a tool for learning?

**Data:** Student voice surveys, TTFM, community satisfaction surveys, TTFM parents, teacher programs, student work samples, video.

**Analysis:** Data is analysed and triangulated regularly



## Strategic Direction 3: Supporting learning in a changing world

### Improvement measures

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Increase in the number of high potential students access in increased number of talent development programs .

#### Target year: 2022

Increase the percentage of students with attendance above 90% of the time to our lower bound target. Uplift = 6%

### Initiatives

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school is progressing in terms of use of space and having appropriate learning environments.

### Evaluation plan for this strategic direction

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(twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

**Implication:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning