

Strategic Improvement Plan 2021-2024

Cattai Public School 1535



School vision and context

School vision statement

To ensure all students attain 1 years worth of growth for 1 year's worth of teaching and learning.

School context

Cattai PS is a small school based on Darug land in a rural setting. It is comprised of 3 cross stage composite classes. Students enrolled at the school are from a range of abilities and learning needs. Cattai PS is a visible learning school and is part of the Visible Learning Plus Program. The school is an active participant in a range of learning communities including: the Hawkesbury Small Schools Network and the MMWaC community of schools network (Maroota, Macdonald Valley, Wisemans Ferry and Cattai). The school also regularly participates in the Hawkesbury Dance Festival and the Hawkesbury Music Festival. Cattai Public School places and high priority on personalising learning to each individual students needs.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students every year gain a year's worth of progress for a year's worth of teaching and learning.

Improvement measures

Target year: 2022

- 70% of students score 1 Years worth of progress in English and Mathematics across the school generated Visible Learning Assessments.
- % of students in the top two bands in literacy to increase by 5% from the lower bound target.
- % of students in the top two bands in numeracy to increase by 4% from the lower bound target.
- % of students attending 90% of the time to increase from the lower bound target by 10%.

Target year: 2023

- 80% of students score 1 Years worth of progress in English and Mathematics across the school generated Visible Learning Assessments.
- % of students achieving expected growth in literacy to increase by 20% from the lower bound target.
- % of students achieving expected growth in numeracy by 20% from the lower bound target.
- % of students in the top two bands in literacy to increase by 8% from the lower bound target.
- % of students in the top two bands in numeracy to increase by 7% from the lower bound target.
- % of students attending 90% of the time to increase from the lower bound target by 20%.

Target year: 2024

- 90% of students score 1 Years worth of progress in English and Mathematics across the school generated Visible Learning Assessments.
- % of students achieving expected growth in literacy to increase by 30% from the lower bound target.

Initiatives

Targeted Learning Support

Expand teacher capacity and develop school wide systems that track 1 year's worth of progress for 1 year's worth of teaching to guide in class targeted learning support.

Personalised Learning

Build and further refine of school wide systems that track 1 year's worth of progress for 1 year's worth of teaching and use them differentiate curriculum, inform teaching and provide feedback to students to guide them along their own learning journey.

Success criteria for this strategic direction

Under the theme of '**A planned approach to wellbeing**' the school aspires to collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Under the theme of '**student growth**' our school aspires to identify 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

Are our students achieving 1 years worth of progress from 1 years worth of teaching?

Data

Data sources will include:

- Visible Learning Spelling Assessment data (every week).
- Visible Learning Reading Assessment data (every 5 weeks).
- Visible Learning Writing Assessment data (every 5 weeks).
- Visible Learning Speaking and Listening Assessment data (every 10 weeks)
- Visible Learning Numeracy Assessment data (every 10 weeks).

Analysis

The extent to which our school is successful will be determined by ongoing evaluation of the visible learning assessment data in relation to 1 years worth of progress

Strategic Direction 1: Student growth and attainment

Improvement measures

- % of students achieving expected growth in numeracy by 30% from the lower bound target.
- % of students in the top two bands in literacy to increase by 11% from the lower bound target.
- % of students in the top two bands in numeracy to increase by 10% from the lower bound target.
- % of students attending 90% of the time to increase from the lower bound target by 30%.

Evaluation plan for this strategic direction

for 1 years worth of teaching.

Analyse NAPLAN growth data from Years' 3 to 5 in relation to expected growth.

Implications

What are the implications and the next steps from our analysis of the School Improvement Plan?

Strategic Direction 2: Community engagement and empowerment

Purpose

To engage and empower the whole school community on how student's learn and implement effective strategies to support them along their learning journey.

Improvement measures

Target year: 2022

- 25% participation and engagement from the wider school community in the student's learning journeys.
- Cattai shows progress along the 4 key strands of Visible Learning School Capability Assessment Report. In particular, 'The Visible Learner' domain.
- Collect enough survey data from Tell Them From Me relating in parental engagement in their child's learning to be able to inform parent engagement levels.

Target year: 2023

- 30% participation and engagement from the wider school community in the student's learning journeys.
- Cattai shows progress along the 4 key strands of Visible Learning School Capability Assessment Report. In particular, 'The Visible Learner' domain.

Target year: 2024

- 40% participation and engagement from the wider school community in the student's learning journeys.
- Cattai shows progress along the 4 key strands of Visible Learning School Capability Assessment Report. In particular, 'The Visible Learner' domain.

Initiatives

Visible Learning School Impact Program

Implement a comprehensive and ongoing staff professional learning program to continually build teacher capacity that uses data to inform teaching practices and improve student achievement.

Community engagement strategies

Families are actively engaged in their child's learning, working in close partnership with the school to improve students' literacy, numeracy and dispositions towards learning.

Success criteria for this strategic direction

Under the theme of '**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, school-wide improvement in teaching practice and student results.

Under the theme of '**community engagement**'. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Under the theme of '**student engagement**'. Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Evaluation plan for this strategic direction

Question

To what extent has the wider school community engaged with the students learning journeys?

Data

Data sources will include:

- Visible Learning School Capability Assessment Report.
- Community wide phone surveys.
- Annual student, staff and parent surveys.
- Parent information session feedback surveys including Tell Them From Me.

Analysis

Strategic Direction 2: Community engagement and empowerment

Evaluation plan for this strategic direction

The extent to which our school is successful will be determined by ongoing evaluation along the 4 key strands of the Visible Learning School Capability Assessment Report.

This combined with data drawn and analysed from the various data sources collected.

Implications

What are the implications and the next steps from our analysis of the School Improvement Plan?