

# Strategic Improvement Plan 2021-2025

## Cawdor Public School 1537



# School vision and context

## School vision statement

At Cawdor Public School we strive for academic excellence where every student is supported to achieve their best. Respectful partnerships with our wider community and our nurturing support of students has facilitated high student engagement with skills for life-long learning. Our school improvement focus will continue to strengthen school leadership and will enable students to prepare as active citizens of the future.

## School context

Cawdor Public School is a small school, situated in a beautiful semi-rural setting close to Camden. Established in 1858, the school has a rich history and has been a focal point in the area for over 160 years. The school is appreciated for its caring family atmosphere and high levels of community involvement.

The community at Cawdor is highly committed to providing a nurturing and innovative learning environment in which each student is encouraged to become an informed and responsible citizen. The wellbeing of every student is a high priority and the learning programs focus on the individual needs of each child.

Student leadership is strongly promoted in the school. There are many opportunities for students to take on leadership roles. Students attend leadership workshops throughout the year and the older students take an active role in the care and education of the younger students.

Cawdor is part of a small schools' network. The schools in the community have formed strong links to provide professional learning opportunities for the teachers and for sporting events, excursions and learning opportunities. The school is actively involved in an effective high school links program with the Camden Community of Schools.

The school has excellent facilities; grounds and classrooms are well-maintained and offer an inviting place to learn. Play areas are well resourced and offer the students a wide variety of play environments. All classrooms have interactive whiteboards and our technology is well maintained and updated.

Cawdor PS currently has 10 teachers and 5 non teaching staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students. We have a total enrolment of 83 students; 8 students identify as Aboriginal.

From our Situational analysis we have identified these areas of growth:

- Explicit teaching practices to maximise student outcomes in Literacy and Numeracy
- The improved use of data to inform teaching
- Differentiation of the curriculum to ensure that all students' needs and levels are being addressed and that they have access to the curriculum
- A school-wide format of data collection
- Wellbeing

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in Literacy and Numeracy through explicit, evidence informed teaching practice and refined data analysis skills to support a differentiated curriculum.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Years 3-6 student cohorts can demonstrate improved numeracy scores compared to 2022 cohorts.

### Reading growth

Achieve by year: 2023

Years 3-6 student cohorts can demonstrate improved reading scores compared to 2022 cohorts.

### Learning Progressions -Number and Place Value

Achieve by year: 2025

7% increase of students in Years 2-5 demonstrating staged based expectation in learning progression of number and place value from 2023 baseline cohort data.

### Learning Progressions- Reading fluency

Achieve by year: 2025

7% increase of students in Years 2-5 demonstrating staged based expectation in learning progression of fluency from 2023 baseline cohort data.

## Initiatives

### Differentiation

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

- Targeted professional learning to differentiate the curriculum to meet the individual needs of the students and maximise growth.
- Targeted professional learning focusing on Literacy and Numeracy Progressions.

### Data informed practices

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Embed data informed Formative Assessment practices as an integral part of daily instruction in every classroom.

## Success criteria for this strategic direction

- Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students.
- Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.
- Teachers regularly use student progress and achievement data to inform lesson planning.
- There is a coordinated effort by school staff to engage and reflect on student progress and achievement data
- Staff develop plans and strategies for improvement.
- Assessments are developed/sourced and used regularly across stages/year levels/subject
- Staff promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

## Evaluation plan for this strategic direction

### Questions:

To what extent have we enhanced student learning outcomes in Literacy and Numeracy through differentiation within the school?

To what extent have we refined our data and evidence practices to drive high quality well-targeted teaching and learning programs in the school?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- NAPLAN data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Scout - Value added data
- Learning sprint data analysis
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups.

### Analysis:

#### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### Analysis:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

## Strategic Direction 2: A Culture of Growth

### Purpose

To create a culture of high expectations for learning where all students are challenged, engaged and resilient through explicit teaching and enhanced individual supports.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

System Negotiated Attendance Target

A demonstrated increase of 5.4% of students attending school 90% of the time or more.

#### Wellbeing

Achieve by year: 2023

System Negotiated Wellbeing Target

A demonstrated increase of 4.5% of students reporting positive responses related to the categories of Advocacy at School, Expectation of Success and Sense of Belonging in the Tell Them From Me Survey.

Achieve by year: 2025

The school will move from Delivering to Sustaining and Growing in Student Engagement under the Learning domain of Assessment as shown in the School Excellence Framework.

### Initiatives

#### Highly Effective Teaching Practices

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and use of progressions.

- Teachers work collaboratively to ensure their pedagogy aligns with Quality Teaching practices that are shown through research to improve student learning outcomes.
- Literacy and Numeracy professional learning and teaching practice is informed by research such as 'What Works Best' and high impact professional learning.
- Strengthen collaborative support for teacher performance development using whole school collaboration and evidence-based programs guided by the School Excellence Framework.
- Whole school adoption of Literacy and Numeracy Learning Progressions and comprehensive use of PLAN 2.
- Embed the use of formative data collection and feedback and reflection of teaching effectiveness.
- Develop systems and teaching staff's capacity for analysis of NAPLAN and school based data to identify and monitor improvement measures to address target measures as needed.

#### Enhanced individual supports

Staff provide support to students at all levels of need. Programs and learning cycles reflect these needs. Special programs to enhance/remediate students are in place. Programs promote positive well-being, attendance and academic engagement.

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around the whole-school wellbeing reform.

### Success criteria for this strategic direction

- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs.
- Teachers use a range of explicit strategies to explain and break down knowledge.
- Students know when and why assessment is undertaken.
- Assessment is planned and undertaken regularly in all classes and data is systematically collected.
- The school identifies expected growth for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- Assessments K-6 are regularly reviewed across the school to help promote consistent teacher judgement of student learning, monitoring student learning progress and identifying skills gaps for improvement and areas for extension.

### Evaluation plan for this strategic direction

#### Questions:

To what extent have we created a culture of high expectations for learning where all students are challenged, engaged and resilient through explicit teaching within the school?

To what extent have we enhanced individual supports within the school?

#### Data:

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

## Strategic Direction 2: A Culture of Growth

### Initiatives

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- Updating the whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSP's.
  - Implementation of mentoring initiative.
  - Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly adjusted.
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### Evaluation plan for this strategic direction

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direction. This analysis will guide the school's future directions:

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#### Implications:

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'