

Strategic Improvement Plan 2021-2025

Charlestown Public School 1550



School vision and context

School vision statement

Vision

To be widely recognised as a high achieving school with exemplary well-being practices.

Purpose

To promote lifelong learning through high expectations in an environment that ensures every child and family is known, valued and cared for.

Beliefs

At CPS we believe:

- In our school community everyone should be known, valued and cared for
- Success occurs in a kind, safe, respectful learning environment where mistakes are valued as learning opportunities
- The whole community are partners in learning
- Learning how to learn is more important than just learning content (Good learner characteristics)
- Everyone's potential is recognised and challenges are expected
- Our school should have a positive impact beyond the school gate
- A year's input should result in at least a year's growth for students and staff

Values

- Excellence in teaching and learning
- High expectation relationships
- Well-being
- Integrity
- Respect
- Responsibility
- Cooperation
- Diversity
- Inclusivity

School context

Kaayi Yaadiin (Hi everyone)

Charlestown Public School has a long and proud history of providing education to the greater Charlestown area. Our school is a caring and progressive learning centre dedicated to the wellbeing, advancement and education of its students. The professional and caring staff encourage excellence in behaviour, attitude and performance from all students at all times. In 2023 our expected enrolment is 235 students drawn from a wide range of socio-economic backgrounds. Of these students, 10% identify as Aboriginal and 23% from an English as an Additional Language or Dialect (EALD) background. Our Family Occupation and Education Index (FOEI) is 80.

The school is well resourced and has an outstanding range of programs to challenge students across all Key Learning Areas, with a strong focus on the development of literacy and numeracy skills. Our teachers are committed to knowing their students and how they learn and use a range of strategies to meet students individual needs. A range of High Potential and Gifted Education programs are also run throughout the year. We have a special emphasis on the use of technology to enhance learning.

A wide range of cultural and sporting opportunities are provided at the school. We have a school choir, a dance group, and also ukulele and drumming groups. We participate in Starstruck, the Hunter Dance Festival, the local public speaking, spelling bee and debating competitions and a range of sporting gala days throughout the year.

Charlestown Public School is a Grow Your Mind school. As such we place a strong emphasis on programs that promote positive mental health and increase students skills in the area of social and emotional development. Our students are happy at school and know that success occurs in a kind, safe, respectful learning environment where mistakes are valued as learning opportunities. Charlestown Public School is a small school where everyone is known, valued and cared for. A positive relationship exists between the school, parents and the broader community.

Charlestown Public School is a part of the Whitebridge Community of Schools, which has exemplary across-cluster programs for high potential and gifted students, as well as outstanding programs for students in leadership, literacy, numeracy and technology.

As part of the Awabakal nation, Charlestown Public School has strong links with the local Minimbah AECG. Personalised Education Programs are collaboratively negotiated for each Aboriginal student each year with growth targets identified. Aboriginal perspectives and indigenous resources are incorporated into units of work across the school and evident in teacher programs.

Through our situational analysis, we have identified a need to expand our use of evidenced based practices, including Visible Learning and Explicit instruction to increase student progress and performance, particularly in the areas of writing, grammar and punctuation and the number strand of mathematics. This will assist teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs, including those

School vision and context

School vision statement

School context

identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in reading and numeracy. Furthermore, a need to focus on wellbeing and community engagement has been identified after analysing responses to staff, student and parent surveys. This focus will allow us to embed new Department of Education policies and practices within our school wellbeing procedures.

The school will use both human and financial resources to achieve gains in the above identified areas.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan.

Nhunda kumba kumba (Until we meet again next time)

Strategic Direction 1: Student growth and attainment

Purpose

To be recognised as a high achieving school, we need to maximise student learning outcomes in literacy and numeracy through data driven and evidenced based teaching practices.

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 year 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 year 5 in 2022

Achieve by year: 2025

SEF

- Move from sustaining and growing to excelling in the theme 'Data use in Planning' and 'Data Literacy' within the element of 'Data Skills and Use'.

Initiatives

Personalised learning

Embedding a learning culture that enables students to create, receive feedback and achieve their learning goals to maximise student learning.

- Student goal setting procedures to be reviewed at the start of each year to ensure consistency in practice with all classes in K-6 engaging in goal setting in some form.
- Staff to be provided with professional development sessions and support to build capacity to use a range of differentiation strategies to meet learning needs of all students. This professional development will initially focus on literacy and numeracy learning outcomes.
- PD on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities. This is supported by collaborative planning days for each grade each term to analyse assessment data, develop units of work and identify areas for improvement and students who need further assistance.
- Intervention program used to close gap between students and their peers, particularly in Yrs 2-3 for Literacy and Yrs 3-6 for maths.

Consistent literacy and numeracy practices

Consistent evidenced based literacy and numeracy practices will be used by teachers to positively impact student learning. Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Professional development will be undertaken to identify best practice in reading, writing, spelling, grammar and punctuation, oral language, additive and multiplicative strategies and data analysis to inform the teaching and learning cycle.

Success criteria for this strategic direction

- All students can articulate their learning goals.
- More than 75% of students achieve their personal goals in each 5 week period.
- Percentage of staff who indicate that they are very confident in implementing differentiation strategies increase from 47% - 75%.
- Professional development provided is underpinned by research and teachers indicate that PD has positively impacted their practice in annual surveys.
- Clear expectations exist for literacy and numeracy blocks and these are recorded in School Operating manual and observed during formal observations and walkthroughs.
- Schools scope and sequences for English and Maths meet NESA requirements.
- 100% of staff indicate that they are confident in the analysis and application of data in the teaching and learning cycle.
- Students are able to use their knowledge of the learning intentions, success criteria and self talk to give peer feedback.
- Students identified for COVID interventions show significant progress as measured by data.

Evaluation plan for this strategic direction

Evaluation plan

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

- NAPLAN data
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN 2 data
- Student IEPs and PLPs

Strategic Direction 1: Student growth and attainment

Initiatives

- Clear expectations will be set in terms of what a quality literacy block and numeracy block will contain and these expectations will be recorded in the School Operating Manual and reviewed at the start of each year.

Evaluation plan for this strategic direction

- Internal school data (assessments and surveys)

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.
- Executive team and whole staff Change Talk meetings.
- Semester review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

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: High expectations and continuous improvement culture.

Purpose

In order to be widely recognised as a school with high achievement the school must continually improve our practices with a focus on research and strong collective efficacy.

Improvement measures

Achieve by year: 2025

SEF-

- In the High expectations theme of Learning: Learning culture, CPS will move from Sustaining and Growing to Excelling.

Achieve by year: 2025

SEF

- In the Continuous improvement theme of Leading: School planning, implementation and reporting, CPS will move from Sustaining and Growing to Excelling

Achieve by year: 2025

SEF

- In the Lesson planning theme of Teaching: Effective classroom practice, CPS will move from Sustaining and Growing to Excelling.

Initiatives

Effective Implementation of new DOE syllabi, policies and reforms

Staff to meet Department of Education (DoE) accountabilities in the implementation of DoE reforms.

- Professional development sessions and mentoring around new English and Mathematics syllabi and High Potential and Gifted Education policy. This will build teacher capacity to meet the needs of all students and achieve appropriate syllabus outcomes.
- School scope and sequences and units of work will be updated to reflect new NESA requirements.
- Documented procedures in place for assessment of English and Mathematics (Yearly assessment plan) and for identification of high potential and gifted students (School procedures document).
- Processes in place to appropriately use a range of resources and strategies to meet the identified needs of high potential and gifted students (Flowchart).

Build teacher capacity in evidenced based practices.

Develop a comprehensive and ongoing staff professional learning program to continually build teacher expertise and collective efficacy in the use of evidenced based practices.

- Professional learning, in the form of: internal and external professional sessions; visiting experts; visits to other schools and vice versa; mentoring; coaching and team teaching to build teacher capacity in Visible Learning principles and to foster collective efficacy. Specifically we will focus on transfer learning and the use of quality exemplars, worked questions and self talk. In addition we will focus on building a culture of high expectations with staff, students and parents in partnership.
- Quality Teaching Rounds (University Of Newcastle) to monitor implementation of above professional learning.

Success criteria for this strategic direction

- After professional learning opportunities and time provided for planning, 100% of staff indicate they are confident to implement new syllabi in annual surveys.
- School scope and sequences and units of work revised to meet new syllabi requirements.
- School procedures in place for the identification of high potential and gifted students and strategies to meet their needs.
- Staff trained in Quality Teaching Rounds.
- All classes use worked examples and quality exemplars in the I do and We do sections of the learning cycle.
- Self talk is negotiated with students and used in every classroom for writing and the number strand of mathematics.
- Percentage of students who know the characteristics of a Good Learner increases from 68% - 90%.
- Staff trained in 8 Ways of Learning and new learning is evident in teaching programs.

Evaluation plan for this strategic direction

Evaluation Plan

The following sources of data will be used to evaluate progress towards the improvement measures:

- staff, student and parent surveys (annual)-school and TTFM
- Evaluation of teaching programs each term
- Instructional Rounds observations
- Feedback sort from students, staff and parents re success and achievement of HPGE program and goals.
- Achievement of PDP goals by all staff

Data will be analysed by school executive and discussed at staff and P & C meetings and will be used to determine

Strategic Direction 2: High expectations and continuous improvement culture.

Initiatives

- Staff to complete 8 Ways to Learning training with AECG personnel to improve staff knowledge of and ability to implement strategies that support all students' learning.
-

Evaluation plan for this strategic direction

progress measures for the coming year and modify timetables.

Strategic Direction 3: Exemplary well being practices and community engagement.

Purpose

In order to be widely recognised as a school with exemplary well being practices the school needs to embed new DoE policies and research based practices to ensure that students, staff and parents/caregivers feel known, valued and cared for.

Improvement measures

Wellbeing

Achieve by year: 2023

Systems-negotiated target:

- Ensure Wellbeing target is at 98% as per the TTFM surveys.

Achieve by year: 2025

- SEF-In the Parent Engagement theme of Learning: Reporting move from Sustaining and Growing to Excelling

Attendance (>90%)

Achieve by year: 2023

System identified target:

- CPS will have a minimum of 94% of students whose attendance is equal to or exceeds 90%.

Initiatives

Review and improve current wellbeing practices.

Continue review of all wellbeing practices will ensure that all children and families are known valued and cared for.

- Professional development to be provided for staff around the new DoE Behaviour and Suspension policies to ensure compliance.
- Review attendance procedures in line with DoE policy and pilot program.
- School to examine best practice documents for TTFM areas of Advocacy, Sense of belonging and Expectations for success to identify areas for improvement.
- School wellbeing procedures reviewed to comply with above policies.
- Smiling Minds program to be integrated into YCDI lessons Y1-6.
- Two plug and play mindfulness sessions to be completed during the week for Years 1-6.
- School to self assess against Wellbeing/SEF Framework annually.
- School Chaplain to be employed at least one day per week out of school and community funds.
- Stepping Up program for Year 6 boys to be trialled in Term 3, 2021.
- Shine program to be implemented for Year 6 girls in Term 3, 2021.
- Growing with Gratitude program to be implemented each year during assemblies.
- Increase communication with parents around wellbeing practices and programs.
- Implement Talk about it Tuesdays (students walk and talk about a variety of topics linked to mental health).

Increase community engagement.

Success criteria for this strategic direction

- School procedures reflect the intent of DoE policies.
- Staff are aware of DoE policies and school procedures are implemented consistently.
- School wellbeing procedures are updated and distributed to staff and families.
- Smiling Minds homework information sent home to parents each fortnight via Class Dojo.
- Parents indicate in annual survey that they are aware of and value the school wellbeing programs and practices.
- Regular communication in newsletter re current and new wellbeing programs, as well as attendance matters.
- School procedures around the sharing of information on what and how well students are learning to be reviewed and documented in the School Operating Manual.
- The percentage of parents who indicate in the annual survey that they are presented with clear information on what and how well their children are learning increases from 91% - 95%.
- The percentage of parents who indicate they receive regular information about how to support their child's learning increases from 87% to 92%.
- In consultation with the P & C a review has been conducted of community events and new opportunities identified.
- School programs reflect an increased focus on diversity and inclusivity.

Evaluation plan for this strategic direction

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

- Scout - Value added data , Attendance data

Strategic Direction 3: Exemplary well being practices and community engagement.

Initiatives

Recognition that CPS values the partnership between the school and community, and it takes a village to raise a child.

- School procedures around the sharing of information on what and how well students are learning to be reviewed and documented to ensure consistency.
 - School to investigate further ways of parents receiving regular information about how to support their child's learning and wellbeing.
 - Review community events to identify ways to increase community engagement and attendance.
 - School to investigate and implement ways to reflect our diverse community and increase our inclusivity.
 - Resume weekly Coffee and Chat for parents.
 - School to provide links/connections with WCoS schools
-

Evaluation plan for this strategic direction

- Student work samples
- TTFM
- Internal school data (behaviour data and surveys)

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.
- Staff and P & C meetings to review data and identify trends.
- Termly analysis of behaviour data.

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