

# Strategic Improvement Plan 2021-2024

## Clemtion Park Public School 1566



# School vision and context

## School vision statement

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At Clemton Park Public School we believe in the transformative power of education. Building a sense of belonging within the community, we create a respectful and inclusive culture of high expectations. Students are empowered to embrace opportunities to become successful, responsible leaders who are passionate about their learning.

"Let us play, let us learn

Let us strive and let us dream"

*Clemton Park School Song*

## School context

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Clemton Park Public School is located in Inner West Sydney and has a student enrolment of approximately 590.

Our school is supported by a motivated and dedicated team of staff working in close partnership with a proactive and involved community. Our school is recognised in the community for academic achievement, student wellbeing and sport.

Community language programs support students in maintaining and developing further communicative competence in their community language. Notably, 83% of our students have a language background other than English with most requiring some level of EAL/D (English as an Additional Language or Dialect) support. There are 43 cultural groups represented within the school. Greek is the most significant cultural group representing 43% of the school population. Less than 2% of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

Extra-curricular opportunities in sport, creative and performing arts including choir, dance groups, band, public speaking and debating enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to personalised learning. Work will continue around how teachers can successfully plan for and deliver quality differentiated programs to all students. Quality summative and formative assessment tasks and data collection practices will develop greater consistency of judgement across the school. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

Our work with individual students is responsive and closely monitored. Individual and targeted support is provided to improve growth. Regular tracking and monitoring of students will be carried out to assess the impact of this support. Structures are in place to identify students who need intervention through the school's tiered system of support led by the Learning and Support Teachers.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in literacy and numeracy staff will embed evidence based data driven practices and quality assessment ensuring all students have access to personalised learning.

## Improvement measures

### Target year: 2022

By 2022 an uplift of 7.2% from the baseline in the number of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy.

### Target year: 2022

By 2022 an uplift of 7.6% from the baseline in the number of Year 3 and 5 students achieving in the top two bands in NAPLAN reading.

### Target year: 2023

By 2023 an uplift of 3% from baseline in the number of Year 3 and 5 students achieving expected growth in NAPLAN numeracy.

### Target year: 2023

By 2023 an uplift of 4.2% from baseline in the number of Year 3 and 5 students achieving expected growth in NAPLAN reading.

### Target year: 2024

At least 80% of students K-6 will have achieved the expected grade level of the understanding texts sub element of the Literacy Progressions.

### Target year: 2024

At least 80% of students K-6 will have achieved the expected grade level of the additive strategies sub element of the Numeracy Progressions.

### Target year: 2024

## Initiatives

### Quality Assessment

Engage all staff in the consistent collection and analysis of formative and summative student assessment data to inform regular stage planning and classroom teaching.

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Establish consistent school-wide practices for assessment to monitor, plan and report on student learning.

### Data Driven Practices

Regular collection and analysis of data to facilitate the discussion of student progress and plan for future learning. This will be through the implementation of regular data and assessment weeks (DNA weeks).

Teachers collaborate in the school wide implementation of external data sources to triangulate assessment data to identify student progress and plan for future learning.

Embedding of processes to ensure teachers consistently share assessment criteria with students and provide opportunities for students to receive feedback on their learning through PLAN2.

## Success criteria for this strategic direction

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

The school will analyse student progress and achievement data and a range of other contextual information.

Teachers will respond to trends in student achievement, at individual, group and whole school levels.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence- based judgement and moderation of assessments.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help 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

**Question:** To what extent have we maximised student learning outcomes in literacy and numeracy by embedding evidence based data driven practices and quality assessment that ensures all students have access to personalised learning.

**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 the

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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'Excelling' in the domain of Assessment.

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**Target year: 2024**

'Excelling' in the domain of Data skills and use.

## Evaluation plan for this strategic direction

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

- NAPLAN data
- Scout - Value added data
- Student work samples
- Learning Progressions
- Literacy and Numeracy PLAN2 data
- SEF SaS
- Microsoft Forms - teacher self assessment

**Analysis:** The analysis 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 reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

**Impact:** 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: Quality Teaching

## Purpose

To enhance quality teaching and learning programs so they are dynamic and meet the needs of students at different levels of achievement allowing for the articulation of their future learning goals.

## Improvement measures

### Target year: 2024

Increase the percentage of staff that 'always' provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria.

### Target year: 2024

Increase the percentage of staff that 'always' provide students with opportunities to reflect on their progress to inform future learning goals.

### Target year: 2024

Increase the percentage of staff that 'always' 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.

### Target year: 2024

Increase the percentage of students who indicate that the teacher sets high expectations within which they effectively develop their knowledge, understanding and skills.

### Target year: 2024

Increase the percentage of students who indicate that they could articulate their learning and understand what they needed to learn next.

### Target year: 2024

By 2024 'Excelling' in the domain of Curriculum.

## Initiatives

### Teaching and Learning Programs

Revision of English and maths programs; sequence of learning, so that students can articulate their learning and understand what they need to learn next to enable continuous improvement.

(Advanced Teacher Influence)

### Differentiation

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

(Teachers' knowledge about one another's work)

## Success criteria for this strategic direction

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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.

## Evaluation plan for this strategic direction

**Question:** To what extent have we enhanced quality teaching and learning programs so they are dynamic and meet the needs of students at different levels of achievement and allow for the articulation of future learning goals.

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

- Student work samples
- Literacy and Numeracy PLAN2 data
- SEF SaS
- Microsoft Forms - WWB Assessment survey
- Microsoft forms - WWB Use of data to inform practice survey
- Tell Them From Me survey

### Evaluation plan for this strategic direction

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**Analysis:** The analysis 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 reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

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

# Strategic Direction 3: Wellbeing

## Purpose

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To provide effective systems of intervention and a planned approach to student wellbeing to better meet the individual needs of students..

## Improvement measures

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### Target year: 2022

By 2022 an uplift of 1.8% from the baseline of students reporting positive wellbeing.

### Target year: 2022

By 2022 an uplift of 4.8% from the baseline of students attending greater than 90% of the time.

### Target year: 2024

Increase the percentage of students who indicate that the teacher targets the learning in the classroom at their level.

### Target year: 2024

By 2024 'Excelling' in the domain of Wellbeing.

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## Initiatives

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### Personalised Learning

Embed a tiered approach to learning through utilising staff expertise at whole class, small group and individual level.

(Teachers' knowledge about one another's work.)

### Student Wellbeing

Monitor and refine a whole school approach to wellbeing and engagement, to improve learning through collecting, analyse and use data including valid and reliable student, parent and staff surveys/feedback.

(Cohesive staff)

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## Success criteria for this strategic direction

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Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

The school collects, analyses and uses 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.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

## Evaluation plan for this strategic direction

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**Question:** To what extent have we provided effective systems of intervention and a planned approach to student wellbeing to better meet the individual needs of students?

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

- Tell Them From Me survey
- Scout - Attendance data
- SEF SaS

**Analysis:** The analysis 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 reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative,

## Evaluation plan for this strategic direction

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internal and external data to corroborate conclusions.

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