

Strategic Improvement Plan 2021-2025

Cobbitty Public School 1580



School vision and context

School vision statement

Together as a supportive, inclusive, respectful community we strive for excellence for all our students. This is enabled by providing high quality, data informed holistic and enriching teaching and learning programs which empower all students to:

- learn and build knowledge to continually progress within an ever-changing world;
- grow through opportunity, communication, self-direction and reflection; and
- succeed as creative, innovative, inspiring and collaborative problem solvers.

School context

Cobbitty Public School is located in a growing semi-rural setting south west of Sydney. The school currently has an enrolment of 328 students including 21% students from a non-English speaking background. The school values Aboriginal culture and history with a Junior AECG in operation and strong links within the community. Whilst the cohort is small, NAPLAN results demonstrate that Aboriginal students are performing at or above when compared to their peers. A steady increase in enrolment numbers is occurring each year from the new housing developments in the area.

Students are highly engaged and proud to be associated with the rich cultural heritage of their school. Students enjoy a diversity of programs and extra-curricula activities including; Sporting Programs, Creative and Performing Arts, Environmental Programs and participation in a range of community initiatives and events. Students participate in a range of enrichment programs including such things as Tournament of Minds, the Mayor for a Day program, Debating, Public Speaking and Science and Technology showcases. Extra-curricula and enrichment programs are enhanced through productive partnerships within and beyond the Department of Education.

We have a highly involved, supportive community, including an active P&C, who value staff dedication and strive to ensure their children are receiving every possible opportunity for individual success.

Our staff includes a combination of both early career and experienced teachers. All teachers work together, within a strong culture of collaboration, to form a dedicated team of educators who are committed to excellence and who care deeply about the needs of each child. A focus on continued learning of all teachers and leaders, including the continuous development of the capabilities of all teachers is maintained to maximise student growth and attainment.

This plan has been developed following an extensive and authentic Situational Analysis which involved consultation with all stakeholders. Through our Situational Analysis we have identified a need to focus on educational aspiration and ongoing performance improvement in reading and numeracy through the implementation of strategically resourced data informed teaching practices that are responsive to the needs of individual students. Instructional Coaching is used to support teachers to successfully plan and deliver differentiated teaching and learning programs. Teachers work collaboratively to evaluate their effectiveness and enhance their practice through quality, targeted professional learning and implement consistent practices based upon high expectations.

NAPLAN analysis has identified system negotiated targets in the areas of reading and numeracy.

Analysis has also identified wellbeing as an area for continued focus to support learning, particularly the areas of attendance and social and emotional wellbeing. The school attendance rate is above state average, however, the number of students with an attendance rate of 90% or above has been identified as an area for improvement. Evaluation shows that referrals relating to social and emotional wellbeing have an increased

School vision and context

School vision statement

School context

impact on student learning. An intense focus on student capacity to self-regulate emotions along with an ability to develop and maintain social relationships are implemented to support student engagement and learning success.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that all students achieve maximum growth in their learning through explicit, consistent and research-informed practice.

We will build educational aspiration and ongoing performance improvement in reading and numeracy through the implementation of strategically resourced data informed teaching practices that are responsive to the needs of individual students.

Improvement measures

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 5 in 2022.

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 5 in 2022.

Achieve by year: 2025

Initiatives

Numeracy

Improve the coordination, consistency and structure of our Mathematics teaching practices and assessment strategies through:

- targeted professional learning in the use of the Numeracy Learning Progressions to set goals, differentiate curriculum to meet the needs of individual students and maximise growth.
- regular planned professional learning to support teachers to develop and implement high quality assessment and reporting practices as an integral component of teaching and learning programs.
- a whole school focus on effective use of learning progressions to track and monitor student achievement in numeracy.
- increased learning support and teacher professional learning to ensure all students achieve minimal standards in numeracy.
- increased differentiation in teaching through student groupings supported by increased learning and support.
- structured systematic collection of student achievement data in numeracy. Regular planned analysis of data to inform teaching programs.
- providing students with detailed and specific feedback about what they need to do to achieve growth as a learner.
- regular review and analysis of current research to ensure that teaching practices are reflective and evidence based.

implementing strategies to engage with parents to improve understanding of student learning and strengthen student outcomes.

Reading

Improve the coordination, consistency and structure of our reading practices and assessment strategies through:

Success criteria for this strategic direction

The school's value-add* trend is positive.

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

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.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

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.

Evaluation plan for this strategic direction

Numeracy and Reading

Questions:

- To what extent have we ensured that all students achieved maximum growth in their learning through explicit, consistent and research informed practice?
- To what extent have we built educational aspiration and ongoing performance improvement in reading and numeracy through the implementation of strategically resourced data informed teaching practices that were responsive to the needs of individual students?

Data:

- TTFM survey data
- Student achievement and growth measures
- Teaching programs (planning and assessment)
- NAPLAN

Strategic Direction 1: Student growth and attainment

Initiatives

- targeted professional learning in the use of the Literacy Learning Progressions to set goals, differentiate curriculum to meet the needs of individual students and maximise growth.
- regular planned professional learning to support teachers to develop and implement high quality assessment and reporting practices as an integral component of teaching and learning programs
- a whole school focus on effective use of Literacy Learning Progressions to track and monitor student achievement in Reading and Viewing.
- increased learning support and teacher professional learning to ensure all student achieve minimal standards in reading.
- targeted resources to implement a Higher Order Thinking (HOT) Reading strategy to increase the number of students achieving proficiency level in reading.
- structured systematic collection of student achievement data in reading. Regular planned analysis of data to inform teaching programs.
- providing students with detailed and specific feedback about what they need to do to achieve growth as a reader.
- regular review and analysis of current research to ensure that teaching practices are reflective and evidence based.
- implementing strategies to engage with parents to improve understanding of student learning and strengthen student outcomes.

Evaluation plan for this strategic direction

- Internal Assessments
- Tracking data
- PPlan 2 Data
- Phonics Screening Check

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning

Strategic Direction 2: Excellence in teaching

Purpose

Our purpose is to ensure that a consistent, improvement-focused approach to teaching facilitates a high-performance learning culture.

Our teachers will work collaboratively to evaluate their effectiveness and enhance their practice through quality, targeted professional learning and implement consistent practices based upon high expectations.

Improvement measures

Achieve by year: 2025

Achieve by year: 2025

Achieve by year: 2023

Achieve excelling in the theme of 'Explicit Teaching' in the Teaching Domain' as measured in the Schools Excellence framework.

Achieve by year: 2025

Initiatives

Instructional Growth

Through the Instructional Leadership program all teachers will;

- Work with an Instructional Coach to identify individual professional learning needs and engage in needs based collaborative and individualised professional learning focusing on pedagogy.
- Receive support to increase expertise and knowledge in differentiating instruction to improve student Literacy and Numeracy outcomes.
- Receive the support of an Instructional Coach to strive for excellence in classroom practice by modelling pedagogy that is shown through research to improve the quality of teaching and student outcomes.
- Work with an Instructional Coach to identify the literacy and numeracy learning needs of students and to develop high quality explicit teaching programs which maximise growth for all students.
- Receive support from an Instructional Coach to identify, collect and evaluate student achievement data to determine progress, reflect on teaching practice and plan for learning.

Collaborative Practice

A culture of collaboration within and across schools will be developed and sustained, supporting an environment where teachers and leaders are committed to their own learning and that of their peers, while building the professional expertise required to support the diverse learning needs of all students.

Teachers will be provided with regular timetabled, structured time each week to;

- Reflect on their current practice to identify both strengths and areas for improvement, share their strengths with their teams, and collaboratively design opportunities for improvement

Success criteria for this strategic direction

The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.

All teachers implement explicit and evidence-based teaching strategies in literacy and numeracy. (SEF - Effective classroom practice)

Student data is effectively used as an integral part of the teaching and learning cycle. (SEF - Data skills and use)

All teachers access instructional leadership and use the language of the Quality Teaching Framework as a basis for discussion about pedagogy.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Evaluation plan for this strategic direction

Question:

- To what extent have we ensured that a consistent, improvement focussed approach to teaching facilitates a high-performance learning culture?
- To what extent do teachers work collaboratively to evaluate their effectiveness and enhance their practice through quality, targeted professional learning?

Data:

- De-identified lesson observations
- TTFM survey data
- Student achievement and growth measures (PLAN 2, PAT, NAPLAN, internal assessments, tracking data).
- Collaboration participation records
- Professional learning logs and agendas

Strategic Direction 2: Excellence in teaching

Initiatives

- Jointly create teaching programs to develop deep learning experiences, common assessment tasks, and a consistent approach to moderating student work
- Gather evidence, including through peer observation, about current pedagogy in literacy and numeracy. Collaboratively design a common teaching approach drawn from best practice research.
- Work with colleagues and an Instructional Coach to interpret data from multiple sources, to identify student achievement levels and determine future student learning needs

Teachers will be provided with opportunities to connect and collaborate with colleagues beyond the school to reflect on their current practice, share their strengths, and develop their skills and knowledge.

Evaluation plan for this strategic direction

- pre & post teacher surveys
- focus groups
- Staff perceptions survey
- TTFM Teacher survey.
- Teaching programs (planning and assessment)
- Teacher professional supervision observation data

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning.

Strategic Direction 3: Connect, succeed, thrive, learn

Purpose

Our purpose is to ensure that all of our students are confident and resilient learners who are able to connect, succeed and thrive.

We will implement a planned approach to developing and enhancing whole school processes that support high levels of well being and student engagement to ensure that all students achieve their learning potential.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students with a 90% attendance by 3.98%

Achieve by year: 2025

Social / Emotional Well-being

A 2% increase in the number of students who report a positive sense of belonging against baseline data supplied by the Department of Education (TTFM - Social and Emotional Outcomes)

Achieve by year: 2025

Social / Emotional Well-being

An increase in the number of students who feel that they have someone at school who consistently provides encouragement and can be turned to for advice, against baseline data supplied by the Department of Education (TTFM - Drivers of Student Outcomes)

Initiatives

Attendance

A strategic approach to improving student attendance will be implemented. This will include:

- Review of attendance policy and procedures
- Enhanced home school communication procedures relating to attendance
- Regular scheduled attendance monitoring and intervention
- Promotion of positive attendance across the school community

Social / Emotional Wellbeing

A whole school approach to wellbeing will be implemented to embed a safe and inclusive learning culture and environment, including:

- targeted social and emotional wellbeing professional learning for teachers
- targeted social and emotional wellbeing teaching and learning programs
- targeted social and emotional playground skills programs
- building community understanding of, and capacity to support, positive social and emotional wellbeing
- regular collection, analysis and evaluation of data relating to student behaviour.
- review and update of school Behavior Management Procedures

targeted support to vulnerable students through evidence-based interventions

Success criteria for this strategic direction

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF: Learning Culture-Attendance-Excelling).

Social / Emotional Well-being

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide, advice, support and assistance to help students fulfill their potential (SEF: Well-being-Caring for students-Excelling).

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning (SEF: Well-being-A planned approach to well-being-Excelling).

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers (SEF: Well-being-Individual learning needs-Excelling).

Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the whole school. (SEF: Well-being-Behaviour-Excelling).

Evaluation plan for this strategic direction

Attendance

Question:

To what extent has student attendance been impacted through the implementation of whole school processes?

Evaluation plan for this strategic direction

To what extent have we supported high levels of well-being and student engagement through the implementation of whole school processes?

Data:

- Attendance statistics
- Individual monitoring records
- Parent engagement records
- Tell Them from Me (TTFM) survey results
- Referral data
- Learning and support team meeting records
- The provision of individual learning and programs.
- Participation records
- Student Survey Parent Survey

Analysis:

Analyse the data to determine the extent to which positive attendance rates are being achieved.

Analyse the data to determine the extent of positive social and emotional well-being and the level of support being provided to students.

Implications: Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning.