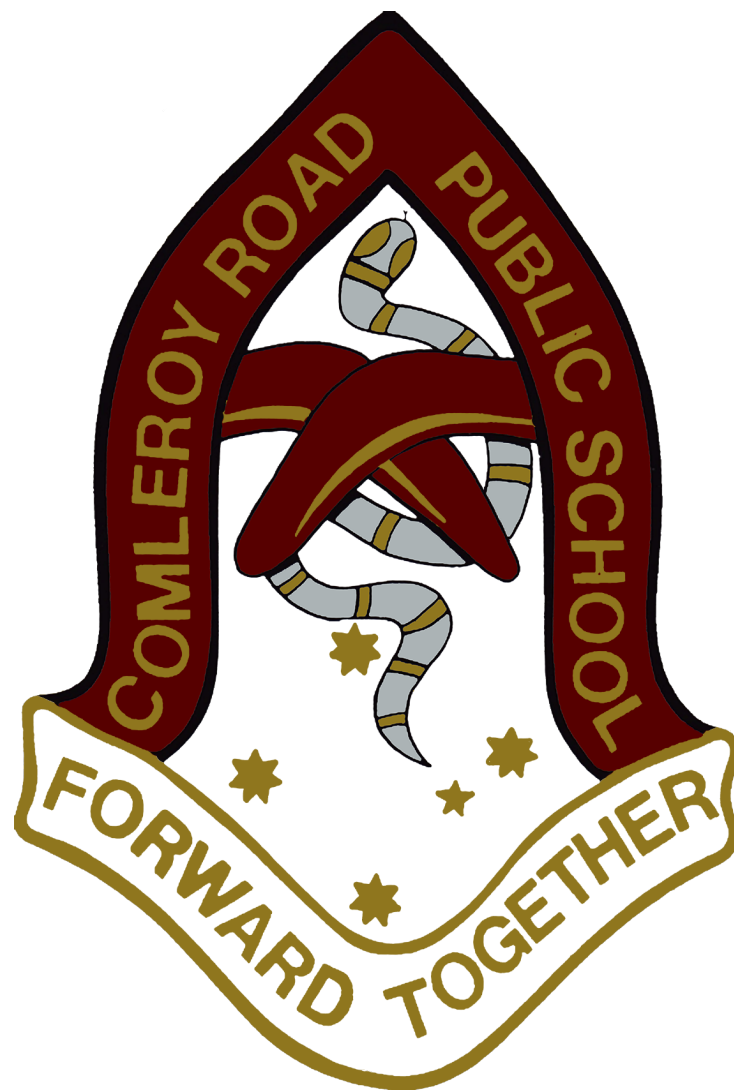


Strategic Improvement Plan 2021-2024

Comleroy Road Public School 1604



School vision and context

School vision statement

Comleroy Road Public School is a dynamic and collaborative learning community that is committed to developing independent learners who are self-directed, motivated and creative individuals. The school community values respect, honesty and kindness. An appreciation for knowledge and tradition creates a strong sense of belonging and connection within and beyond the school.

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi - rural area of the Hawkesbury district. The school has 137 students, accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all Key Learning Areas to enable students to reach their full potential.

The school has undertaken a comprehensive situational analysis and identified the following areas for improvement across learning, teaching and leading. The school will be targeting two strategic priorities in the 2021-2024 school plan: Student Growth and Attainment and Collaborative Practices. We will be focusing resourcing and professional learning towards deeply embedding evidence-base practice and explicit teaching, the effective use of data, collaborative learning communities and strengthening community engagement to enhance student learning. This has been a consultative process with students, staff, community and key stakeholders.

The school will focus on striving to ensure that every Aboriginal student achieves their full potential through personalised learning and cultural experiences. Each Aboriginal student will feel a sense of belonging through engagement and collaboration.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all Key Learning Areas, we will further develop and refine data driven teaching practices that are grounded in research, explicit instruction and responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

NAPLAN System Negotiated Target Top 2 Bands - Reading

There will be a 8.1% uplift from the baseline percentage in Year 3 and 5 students achieving in the top two bands in NAPLAN reading.

Target year: 2022

NAPLAN System Negotiated Target Top 2 Bands - Numeracy

There will be a 7.4% uplift from the baseline percentage in Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy.

Target year: 2023

NAPLAN System Negotiated Target Expected Growth - Reading

There will be a 4% uplift from the baseline percentage in Year 5 students achieving expected growth in reading.

Target year: 2023

NAPLAN System Negotiated Target Expected Growth - Numeracy

There will be a 12% uplift from the baseline percentage in Year 5 students achieving expected growth in numeracy.

Target year: 2023

Initiatives

Evidence-based practice and explicit teaching

Build teacher capacity to effectively use evidence-based teaching practices which will cater to a range of student abilities. These practices will be identified, promoted and modeled to ensure high-level teaching practices across the school.

These practices and processes will include:

- Professional learning and research on the use of evidence-based practice and explicit teaching strategies to promote learning and progression of all students in literacy and numeracy.
- Establishment of a consistent approach to effective classroom practice that fosters collaboration across K-6.
- Use of lesson observation and distributed Instructional Leadership model to sustain a culture of effective, evidence-based teaching and ongoing improvement.
- Aspirational expectations of learning progress and achievement for all students.

Effective use of data

Build the capacity of teachers to clearly understand, develop and apply a full range of consistent assessment strategies across K-6 to determine teaching directions whilst monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

These practices and processes will include:

- Professional learning in data literacy, data analyses and data use in teaching for all staff.
- Refinement of systematic and reliable assessment information to establish consistency across K-6.
- Review and adaptation of practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Evidence-based practice and explicit teaching

- Teachers can clearly explain to students why they are learning something and how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.
- Learning is delivered systematically, in the right sequence and practised to mastery level.
- Students are given opportunities and time to check their own understanding, ask questions and receive clear and effective feedback.
- Consistent use of evidence-based and explicit teaching practices supports teacher collaboration and strengthens classroom observation practice across K-6.

Effective use of data

- Teachers can effectively analyse student data to identify areas in which students' learning needs may require additional attention and development.
- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- Time is allocated to routinely and systematically collect data, putting systems and structures in place to record and analyse data, and engage in regular collaborative analysis of data with colleagues.
- Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN 2 and personalised learning is closely aligned to the school's scope and sequences.

Evaluation plan for this strategic direction

Comleroy Road Public School will use the following data sources to regularly analyse the effectiveness of the

Strategic Direction 1: Student growth and attainment

Improvement measures

School Identified Target for Aboriginal Students Expected Growth - Reading and Numeracy

100% of Aboriginal students achieving expected growth in reading and numeracy against NAPLAN and Check-in assessment data.

Initiatives

- Moderation of student assessment data aligned to syllabus and learning progressions.

Evaluation plan for this strategic direction

initiatives implemented. This analysis will guide the school's future directions.

- Student progress checked and monitored against progressions and syllabus standards using PLAN 2.
- Learning Sprint data to demonstrate building on prior student learning.
- Evidence of student learning goals and self-assessment (PIVOT survey results).
- Teacher programming and assessment samples demonstrate data informed practice.
- Lesson observations with a focus on lesson structure, rich conversation and explicit teacher feedback.
- Student performance measures in SCOUT, item analysis and student growth.
- Reflection on SEF Elements - Learning & Development, Curriculum, Effective Classroom Practice, Assessment & Data Skills & Use.

The evaluation plan will include:

- Regular review of these data sources to verify attainment of whole school improvement measures.
- Tracking of progress against the School Excellence Framework elements and themes.
- Regular modification of Implementation and Progress Monitoring, where required.

Strategic Direction 2: Collaborative practices

Purpose

Authentic community engagement will ensure frequent and ongoing formalised communities of practice that add to school culture and promotes and values the sharing of ideas and advice through effective collaboration.

Improvement measures

Target year: 2022

80% of students demonstrate growth in identified areas of the literacy and numeracy progressions.

Target year: 2022

In the Domain of Educational Leadership, the theme of Community engagement will be trending upwards towards Excelling.

Target year: 2022

Attendance Target

There will be a uplift of 4.7% of students attending school greater than 90% of the time.

Initiatives

Collaborative Learning Communities

Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the sharing of effective practice to build the capacity of all teachers to improve their impact across the Colo Learning Community.

These practices and processes will include:

- Collaboration with partner schools to share and embed good practice and develop Instructional Leadership opportunities.
- High-impact professional learning on the use of Literacy and Numeracy Progressions to personalise learning, monitor student progress and inform teaching practice.
- Engagement in research to develop depth of knowledge in relation to effective teaching strategies.
- Use of external organisations and professionals to enrich teaching and learning across the school and enhance student engagement.

Community Engagement to enhance student learning

Establish a school wide commitment to engaging in collaborative practices to improve student learning by fostering positive partnerships involving all key stakeholders including students, teaching staff and parents.

These practices and processes will include:

- Implementation of an effective communication strategy to include the Sentral Parent Portal.
- Implementation of parent learning forums on a range of topics to develop knowledge and understanding of school procedures, policies and to support student learning at home.
- Incorporation of further community events to further develop connection across the community.

Success criteria for this strategic direction

Collaborative Learning Communities

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Teachers and school leaders draw on internal and external expertise to identify and implement best-practice models and research that focuses on students' needs and improving learning outcomes.
- Time is allocated and strategically planned to enable teachers to collaborate with their colleagues.
- Peer observation is utilised as an effective collaboration and professional learning tool to improve teaching and learning across schools.

Community Engagement to enhance student learning

- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.
- 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.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Strategic Direction 2: Collaborative practices

Initiatives

- Establishment of a professional learning community that works together to create a high expectations culture.
- Continual analysis of attendance data to inform personalised attendance approaches to improve student attendance rates.

Evaluation plan for this strategic direction

Comleroy Road Public School will use the following data sources to regularly analyse the effectiveness of the initiatives implemented. This analysis will guide the school's future directions.

- Lesson observations with a focus on teacher reflection and revision of practice.
- Staff surveys and PIVOT results across schools.
- Survey Data - Students, Staff and Parent Community - Tell Them From Me.
- Community values and priorities mapping - identified through focus groups.
- Community stakeholders/resources for professional partnerships with the school - identified and engaged.
- Communication strategy developed in consultation with students, staff and community members.
- Parent attendance at school forums, community events and parent teacher interviews.
- Student attendance rates.
- Reflection on SEF Elements - Learning Culture, Learning & Development & Management Practices.

The evaluation plan will include:

- Regular review of these data sources to verify attainment of whole school improvement measures.
- Tracking of progress against the School Excellence Framework elements and themes.
- Regular modification of Implementation and Progress Monitoring, where required.