

Strategic Improvement Plan 2021-2025

Connells Point Public School 1613



School vision and context

School vision statement

The staff and community of Connells Point Public School aim to foster a love of learning, to prepare students for a complex and rapidly changing world. Our learning culture is driven by evidence-based and innovative teaching and learning practices, which are underpinned by the 4Cs (Creative Thinking, Critical Thinking, Communication and Collaboration).

The school community is committed to implementing learning strategies that are explicit, targeted, differentiated and challenge and support students to grow and improve.

Our collective vision is to further develop an authentic learning partnership, where through communication, active collaboration and critical reflection, we build a collective responsibility for student growth and an inclusive culture.

School context

Connells Point Public School, located in Sydney's south, has a student enrolment of 504 students including 76% from non-English speaking backgrounds. The school has a strong reputation in the community for high-quality teaching and learning programs, nurturing wellbeing initiatives and extensive extra-curricular opportunities for all students.

The school's staffing entitlement in 2022 is 36.2, with 31.4 teaching staff and 4.8 non-teaching staff. The school employs a 0.4 SASS staff member from school funds. Our leadership team comprises various levels of leadership experience.

The school's learning environments are student-centred, flexible and conducive to best practice. There are opportunities for teachers to teach collaboratively, utilising expertise and areas of interest. Multiple indoor spaces have been purposefully designed to create flexible environments that support student learning and innovative practice. Outdoor spaces provide authentic real-world learning experiences to support the development of our students as global citizens. Sustainability is a strong focus and areas such as 'The Patch' provide students with rich learning experiences that span all learning areas. The 'Indigenous Nature Trail' also provides opportunities to learn about sustainability with a focus on increasing knowledge and understanding of Aboriginal Australia. This is supplemented by the 'First Nations Learning Area' which was designed in consultation with local Indigenous elders and connects all stakeholders to country.

Connells Point Public School has developed a strong and authentic partnership with its five-school Community of Practice and The Transforming Schools team. This is focused on embedding the 4C pedagogy of authentic communication, collaboration, creativity and critical reflection into all aspects of learning and leadership for teachers, students and parents. Target groups with the Community of Practice have been formed and teachers work collaboratively across the five schools to share practice and support all learners.

The staff and broader school community have very high expectations for student learning and engagement. This is reflected in the school's ability to support the growth and development of student learning and the consistently high number of students achieving positions in Opportunity Classes and Selective High Schools. Additionally, the school has students who have successfully represented the school and network in academic areas such as debating and public speaking. The school remains committed to strengthening this success through visible learning and evidence-based practices and moving forward, will consistently embed rigorous teaching and learning practices in all classrooms. Teachers will also engage in further professional learning to ensure that pedagogy and language are consistent across the whole school.

The school also recognises the importance of creative arts and physical education to enhance student learning and engagement. All students at Connells Point Public School are enriched by access to over 25 extra-curricular activities in areas including sustainability, technology and wellbeing. Students have successfully represented the school in PSSA Sport teams, winning many competitions, and our incredible dance groups are widely recognised across the network for their achievements. The school's annual Showcase, where over 80% of students dazzle the community with their talents in the performing arts is

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School context

a highlight of each year. With the opportunities offered, the school has over 75% of students participate in extra-curricular activities provided by teachers to support student learning and engagement.

Over the past ten years, the demographic and equity groupings have changed significantly. The school has seen a marked increase in the number of students with English as an Additional Language or Dialect (EAL/D) and students with additional needs. The school has over twenty different cultures and nationalities represented with pride. This change is reflected in the school's equity funding support programs, developed in our Strategic Improvement Plan 2021-2024. The school is recognised as a fully inclusive setting, as it caters for a range of diverse learners, including students with disabilities, additional needs and high potential learners. To support the increase in students with additional needs, the school has established the Diverse Learning and Support Team, to ensure optimum learning for all students including our Aboriginal students and students learning English as an additional language. This team gathers ongoing data that continues to inform our explicit teaching programs and to ensure that all students can access differentiated learning opportunities. Connells Point Public School will continue to promote this culture of inclusion and integration by welcoming two additional autism support classes in 2023.

The school is committed to continuous improvement and has undertaken a rigorous situational analysis in order to reflect on the school context, internal and external data, identified targets and student learning needs. Following analysis of data, the staff, students and the community collaborated to develop our Strategic Improvement Plan (SIP) for the next four years. The plan highlights a commitment to enhancing the learning outcomes for all students with a focus on strengthening literacy attainment, especially in the area of vocabulary, improving whole school engagement and enhancing the ongoing commitment to contemporary learning to build engaged and successful learners for the future. The school's Strategic Improvement Plan is the result of a rigorous, whole school process and the plan has been endorsed by all stakeholders within the school community.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise literacy and numeracy outcomes for every student, we will further develop competencies in reading comprehension and facilitate rich and contextual vocabulary learning opportunities in literacy, measurement and geometry based on refined data-driven practices.

Improvement measures

Achieve by year: 2025

Internal measures indicate that K-2 teaching staff are accurately utilising the *Phonic Knowledge and Word Recognition* aspects of the Literacy Progression to track student progress and inform teaching.

Internal measures indicate all K-6 staff are accurately utilising the *Understanding Texts* aspect of the Literacy Progressions to track student progress and inform teaching in the areas of vocabulary and comprehension.

Achieve by year: 2025

Internal measures indicate K-2 teaching staff are accurately utilising the *Additive Strategies* aspects of the Numeracy Progressions to track student progress and inform teaching.

Internal measures indicate 3-6 teaching staff are accurately utilising school-determined aspects of the Numeracy Progressions to track student progress and inform teaching.

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 Term 4, 2021.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score

Initiatives

Explicit teaching of vocabulary and comprehension in literacy and numeracy

Instructional Leadership in the explicit teaching of Literacy and Numeracy

Instructional leaders will develop the capacity of teachers to meet the needs of all students through: -

- Whole school professional learning on evidence-based strategies that target vocabulary and comprehension needs.
- Tailored professional learning, working shoulder to shoulder with classroom teachers, to develop best practice and improve student outcomes in literacy and numeracy.
- Analysis of literacy and numeracy data to identify and implement targeted strategies to meet the needs of individual students.
- Collaborative development and sharing of resources to support student needs.
- Development of consistent, whole school Visible Learning practices

Data driven practices

Individual, Stage and Whole School Data

School leaders and specialist staff will ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery by: -

- Building data literacy and analysis capabilities in teachers through PL
- Developing the capacity of teachers to analyse and interpret data to inform planning, identify interventions and modify teaching practice
- IL work with teachers using data to monitor and assess student progress and plan targeted and differentiated strategies to address students' individual areas for development
- Strengthen processes for whole school monitoring

Success criteria for this strategic direction

School Excellence Framework Elements:

Effective Classroom Practice, Data Skills and Use, and Educational Leadership

- All teachers have a sound and consistent understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice
- A range of reliable data sources are regularly collated and updated by classroom teachers and support staff
- Teaching staff monitor student progress in targeted areas of literacy and numeracy using the Learning Progressions
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data
- Ongoing collegial discussions and constructive feedback informs teaching, planning and classroom practice
- Students have a common understanding and the ability to articulate learning intentions and success criteria in order to meet targeted learning goals
- Student feedback is elicited by teachers and students have a clear understanding of how to improve
- Distributed instructional leadership sustains a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease

Evaluation plan for this strategic direction

Question

Strategic Direction 1: Student growth and attainment

Improvement measures

for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in Term 4, 2021.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Numeracy in Year 4 and 6 for 2023 compared with Year 4 and 6 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Reading in Year 4 and 6 for 2023 compared with Year 4 and 6 in 2022.

Initiatives

and assessing in literacy and numeracy to drive whole school improvement

Evaluation plan for this strategic direction

To what extent have we maximised literacy and numeracy outcomes for every student through data-driven practices?

Data

The school will use a broad range of internal and external data sources to evaluate the effectiveness of the initiatives. Analysis of the following data sources will guide the school's future directions:

- SEF S-aS
- NAPLAN data
- Scout data
- Student Personalised Learning and Support Plans
- Literacy and Numeracy Progressions
- Benchmarking
- SENA
- Kindergarten Best Start
- EAL/D Scales and Progressions
- Sentral
- Consistent teacher judgement of student work samples

Evaluation Plan

The evaluation plan will involve: -

- Regular reviewing all data sources to evaluate improvement measures
- Regular professional dialogue regarding data and effectiveness of strategies
- Whole school staff reflective sessions
- Term by term review and triangulation of data sources to corroborate conclusions

Updated analysis of data will guide future directions and ongoing improvement practices.

Strategic Direction 2: Effective communities of contemporary learning

Purpose

To facilitate student and staff agency to engage in a culture of contemporary learning, we will enable enhanced collaborative practices internally and with our Community of Practice.

Improvement measures

Achieve by year: 2025

Internal measures indicate an increased capacity of staff to authentically collaborate and differentiate between co-operation and collaboration

Achieve by year: 2025

Internal measures indicate increased connection with school communities within our Community of Practice to support student learning

Achieve by year: 2025

Internal measures indicate an increased proportion of students consistently demonstrating learning dispositions

Assessment and Evaluation

Achieve by year: 2025

Staff demonstrate the ability to collate, analyse and use an extensive range of assessment practices to inform teaching and determine student progress and achievement. A whole school approach to assessment is deeply embedded and is consistently interpreted and utilised by all staff across the school.

Initiatives

Effective Communities of Practice

- Teams work collaboratively to share practice, programs and resources to ensure optimum and equitable learning for all students regardless of ability
- Leaders work collaboratively across the CoP and with the academic Transforming Learning team to build leadership capacity
- Sessions of CCVs/DNAs to enable reflection and analysis
- High-impact professional learning sessions for all staff facilitated by academic partners to deepen and strengthen capacity to use the Learning Disposition Wheel and Coherence Makers to improve student outcomes
- Expansion of CoP groups - EAL/D, LaST, Assessment and High Potential and Gifted

Career Coaching and capacity building

- Career Coaching for early career teachers.
- Career Coaching for aspiring leaders.
- Coaching and mentoring program embedded across the school to develop the capacity of all staff.
- Strengthen collaborative practice across the school through professional learning, with a focus on the Performance and Development Process
- Development of evaluative and reflective practices across the school

School community of contemporary learning

- Targeted, explicit small group learning for K-2 and 3-6 staff, working alongside academic partners, focused on innovative classroom practice using the learning disposition wheel and coherence makers
- Executive staff and aspiring leaders engage in deep learning and reflective practices to build their own leadership skills and 4C capabilities within their team
- Development of a responsive approach towards

Success criteria for this strategic direction

School Excellence Framework Elements:

Data Skills and Use, Learning Culture, Educational Leadership, and School Planning, Implementation and Reporting

- Leadership capacity is built to enabled to transform the learning cultures within teams, the whole school and the community
- Staff members engage in high-impact professional learning to develop their capacity to plan and deliver innovative, student-centred teaching and learning programs
- A professional learning community is established which is focused on continuous improvement in teaching and learning
- Teaching staff demonstrate and share their expertise within our school and across the Community of Practice
- Data, programs and processes in EAL/D, LaST and HPL are shared across the Community of Practice and are modified for specific contexts
- E-scale rubrics are used consistently across the school to assess and report on students' abilities to demonstrate the nine learning dispositions
- Teachers confidently seek opportunities to engage in collaborative teaching opportunities within flexible learning environments
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools in the Community of Practice.
- The school is recognised as a leader for its impact on learning progress and its active support of improvement within the Community of Practice
- Parents develop an understanding of contemporary learning pedagogies by engaging in 4C strategies
- Students demonstrate agency in their learning and engage in innovative, student-centred learning opportunities

Strategic Direction 2: Effective communities of contemporary learning

Initiatives

- implementing innovative, student-centred learning in flexible environments
- Learning dispositions to guide a consistent and whole school approach to behaviour policy, procedures and awards system

Evaluation plan for this strategic direction

Question

- To what extent have student and staff agency increased through enhanced collaborative practices with our Community of Practice?

Data

The school will use a broad range of data sources to evaluate the effectiveness of the initiatives. Analysis of the following data sources will guide the school's future directions:

- Engagement in collaboration when planning, implementing and evaluating teaching and learning programs
- Staff surveys regarding teacher confidence and capacity regarding implementing innovative, student-centred teaching and learning opportunities
- Student surveys regarding capacity to engage in innovative, student-centred learning opportunities
- Explicit teacher feedback regarding engagement in high-impact professional learning and effectiveness of implemented strategies (surveys and focus groups)
- E-scale rubrics to identify students' capabilities regarding learning disposition
- Consistent teacher judgement regarding understanding of learning dispositions, based on E-scale rubrics

Evaluation Plan

The evaluation plan will involve: -

- Regular reviewing all data sources to evaluate improvement measures
- Regular professional dialogue regarding teacher practice, the effectiveness of strategies and the impact on student learning
- Whole school staff reflective sessions

Strategic Direction 2: Effective communities of contemporary learning

Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources to corroborate conclusions
- Executive team and whole staff engage in reflective sessions and review learning each term

Updated analysis of data will guide future directions and ongoing improvement practices.

Strategic Direction 3: Whole school engagement

Purpose

To create and embed a culture of authentic and meaningful engagement across the whole school community, we will enhance communication, collaboration and learning partnerships.

Improvement measures

Attendance >90%

Achieve by year: 2023

Uplift of 5.88% of students attending school >90% of the time

Wellbeing

Achieve by year: 2023

Uplift of 4.5% of students with positive wellbeing

Achieve by year: 2025

Internal measures indicate an increased proportion of community members identifying improved satisfaction and collaboration between the whole school community

Initiatives

Develop a culture of authentic and meaningful engagement through communication and collaboration with the whole school community

- Online platforms including Seesaw (K-4) and Google Classroom (3-6) to celebrate student achievement and share learning experiences
- Authentic co-construction of PL&S Plans with parents, staff and external agencies
- The development of a consistent understanding regarding learning and wellbeing programs available to students
- Parent forums provided to enable voice across a broad range of areas such as contemporary learning, Diverse Learning and Support, literacy and numeracy

Foster engagement by enabling student voice and nurturing a sense of belonging

- Students provided with opportunities to develop agency through student-centred teaching and learning opportunities that are embedded within authentic contexts
- Broadening of student opportunities for leadership, collaboration and authentic engagement

Authentic staff communication and collaboration

- Capacity for authentic collaboration built through engagement with the Coherence makers, CCV/DNAs and small group workshops
- High impact professional learning delivered by teachers to share expertise across the school through forums and collaborative teaching opportunities
- Dedicated opportunities for collaboration are prioritised

Success criteria for this strategic direction

School Excellence Framework Elements:

Wellbeing, Attendance and Learning Culture

- Staff establish and maintain positive, respectful and productive relationships with parents and carers, with all parties placing students at the centre of decision making
- Effective partnerships in learning with parents and students ensures students are engaged, motivated to deliver their best and continually improve
- Staff confidently and regularly utilise online platforms to share students' learning experiences with parents and carers
- Staff members consistently engage in collaborative practices while planning and implementing teaching and learning programs
- Teaching and learning programs are innovative and dynamic, showing evidence of adjustments based on evaluative reflections
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- 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 wellbeing and learning needs in consultation with parents/carers.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning
- Positive, respectful relationships are evident and wide-spread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school
- Students demonstrate agency in their learning and engage in innovative learning opportunities that are embedded within authentic contexts

Strategic Direction 3: Whole school engagement

Evaluation plan for this strategic direction

Question

To what extent has a culture of authentic and meaningful engagement across the whole school community been created, through enhanced communication, collaboration and learning partnerships?

Data

The school will use a broad range of internal and external data sources to evaluate the effectiveness of the initiatives. Analysis of the following data sources will guide the school's future directions:

- TTFM Partners in Learning survey to provide data outlining parent satisfaction in response to the findings
- Feedback from parent forums
- Seesaw and Goggle classroom data
- Meeting data via Sentral

Evaluation Plan

The evaluation plan will involve: -

- Regular reviewing all data sources to evaluate improvement measures
- Regular professional dialogue regarding engagement and effectiveness of strategies
- Whole school staff reflective sessions
- Term by term review and triangulation of data sources to corroborate conclusions

Updated analysis of data will guide future directions and ongoing improvement practices.