Strategic Improvement Plan 2021-2025

Coogee Public School 1616

School vision and context

School vision statement

At Coogee Public School aims to develop every student as a resilient, confident and adaptable learner. Through strong partnerships with our school community, students will strive to become assessment capable learners with a passion for learning while demonstrating the abilities to respond independently, collaboratively, reflectively, critically and creatively. With these positive attributes, our students will become successful, well rounded individuals.

School context

Coogee Public School is a large primary school in the Eastern Suburbs of Sydney with an enrolment of 515 students across 21 classes. The school culture is that of strong community, inclusion and positive relationships. Staff, parents and students work together to promote school excellence.

The school has a reputation within the community for providing a quality and well rounded education. The school's academic performance in literacy and numeracy is strong and is supported by a broad educational offering with particular interests in sport and active lifestyles, visual and performing arts and environmental sustainability. Programs that underpin student learning and wellbeing include Visible Learning, whole school literacy and numeracy practices and Positive Behaviour for Learning (PBL).

There is a diverse cultural community with 35% of students of a language background other than English. There are 39 different languages spoken in homes, with 15% of EAL/D (English as an Additional Language or Dialect) students identifying as French. 2% of students identify as Aboriginal.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis. These findings were combined with the results from External Validation where the school self assessed its improvements and practices against the School Excellence Framework standards to develop the Strategic Improvement Plan. Through these processes we have identified a need to be data driven to identify students achievements and progress including performing consistently levels on internal and external performance measures. NAPLAN analysis has provided the school with identified system-negotiated target areas in Reading and Numeracy. There will be further work on differentiated instruction with a focus on highly potential and gifted students. There will be a lense over formative assessment and data collection practices with the development of greater consistency of teacher judgement. The Assistant Principal of Curriculum and Instruction will lead this work in the school.

The work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments with ongoing formative assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student is highly engaged and demonstrates positive growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness by adapting their practice through quality professional learning and use of student assessment data to inform teaching.

Improvement measures

Reading growth
Achieve by year: 2023

- An increase in the percentage of questions answered correctly in Year 5 Reading Check-in Assessment, compared to 2022, Year 4 cohort data.

Numeracy growth
Achieve by year: 2023

- An increase in the percentage of questions answered correctly in Year 5 Numeracy Check-in Assessment, compared to 2021, Year 3 cohort data.

Initiatives

Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- literacy intervention programs for targeted students
- implementation of teacher professional learning
- ensure effective differentiation is embedded consistently throughout the school
- develop systems to collect, monitor and track student data and apply interventions to meet the needs of all students
- build capacity of staff to collaboratively analyse and interpret reading assessment data to inform teaching practice

Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- numeracy intervention programs for targeted students
- implementation of teacher professional learning
- ensure effective differentiation is embedded consistently throughout the school
- develop systems to collect, monitor and track student data and apply interventions to meet the needs of all students
- build capacity of staff to collaboratively analyse and

Success criteria for this strategic direction

Teachers clearly explain to students why they are learning something, 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. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (What Works Best - Explicit Teaching, SEF - Explicit Teaching)

A culture of high expectations where teachers differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement. (What Works Best - High expectations)

Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class. (What Works Best - Use of data to inform practice)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data skills and use)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Strategic Direction 1: Student growth and attainment

Initiatives

interpret numeracy assessment data to inform teaching practice

Evaluation plan for this strategic direction

Data:

- Internal assessment, eg. PAT
- External assessment, eg. NAPLAN
- Student work samples
- Student voice

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year).

Strategic Direction 2: Quality teaching

Purpose

Our purpose is to use quality research informed pedagogy for staff who will deliver a curriculum which engages students in a wide variety of experiences. Teachers will work collaboratively to embed evidence-based quality teaching. Students will become passionate and self-motivated learners.

Improvement measures

Achieve by year: 2022

- Improvement as measured by Tell Them From Me staff survey data in Learning Culture and Data Informs Practice.

School Excellence Framework
Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Teaching

- At the External Validation the school is assessed as excelling in School Excellence Framework in Effective Classroom Practice

Leading

- At the External Validation the school is assessed as excelling in School Excellence Framework in Educational Leadership

Initiatives

Evidence based teaching

In Evidence based teaching, we will build upon the whole school approach to Visible Learning and ensure effective evidence-based teaching methods are utilised to optimise learning progress for all students:

- Ensure effective teaching methods are identified, promoted and modelled with the support of instructional leaders

- All lessons are systematically planned as part of a coherent Visible Learning program that has been collaboratively designed including learning intentions and success criteria

- Ensure teaching is differentiated by providing accommodations and adjustments to support and extend learners e.g. implementation of High Potential and Gifted Education (HGPE) policy

- Review, monitor and track student learning improvements in grade/stage teams

- Implementation of teacher professional learning

Effective feedback and assessment

In Effective feedback and assessment, we will develop assessment capable learners:

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate student growth over time and report student achievement

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve

- Strengthen and embed consistent approach to teaching students how to self-assess using the success criteria and reinforce how this is linked to their progress

- Embed processes to support teachers' consistent, evidence based judgement and moderation of assessments

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice)

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding can be provided by a teacher, peer, or through self-reflection. (What Works Best - Effective Feedback)

Student assessment refers to the variety of methods that teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. These include formal examinations, standardised tests, class tests, work samples and analysis of student portfolios, as well as the informal questions, teacher judgements, and observations that occur in classrooms. It is only through effective assessment that teachers can know if learning is taking place. (What Works Best - Assessment)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF - Learning and Development)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in evidence based teaching, effective feedback and asssessment?

Strategic Direction 2: Quality teaching

Initiatives

- Develop and embed a variety of feedback practices including teacher to student, student to student and student to teacher.
- Implementation of teacher professional learning

Evaluation plan for this strategic direction

Data:

- Internal assessment, eg. PAT
- External assessment, eg. NAPLAN
- Student work samples
- Student voice

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year).

Strategic Direction 3: Wellbeing and collaboration

Purpose

Our purpose is to develop a strategic and planned approach to wellbeing for all students so they can connect, succeed, thrive and learn. We are committed to building a culture of collaboration, resilience, empowerment and a sense of belonging within our school community.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Achievement of system-negotiated targets:

- An uplift of 4% in student attendance.

School Excellence Framework
Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

Learning

- At the External Validation the school is assessed as excelling in School Excellence Framework in Wellbeing.

Leading

- At the External Validation the school is assessed as excelling in School Excellence Framework in School Resources.

Initiatives

Wellbeing

In wellbeing, we will continue to embed and further develop an integrated whole school process which includes:

- Learning Support Team implements programs which result in improvements in wellbeing and engagement to further support learning

- Review and build on wellbeing programs such as PBL and Learning Powers to ensure optimum conditions for student learning across the whole school

- Ensure staff consistently implement a wholes school approach to wellbeing which has clearly defined behavioural expectations and creates a positive teaching and learning environment

- Embed Smiling Mind to support students and staff have calmer classrooms, greater focus and improved resilience

- Implementation of teacher professional learning

Collaboration

A culture of collaboration which is regular and deliberate:

- Staff involve students and parents in planning to support learning, and share expected outcomes

- Students and parents understand the assessment approaches used in the school and their benefits for learning.

- Staff review the use and development of success criteria for learning partners to include prompts that encourage deeper learning and more 'open' ways to demonstrate learning

- Effective partnerships in learning with parents, students and staff mean students are motivated to deliver their best and continually improve

- Embed whole school processes that promote a culture of collaborative planning and learning within and across stages: that clearly articulates curriculum

Success criteria for this strategic direction

Student wellbeing is a broad term that encompasses many dimensions including cognitive, social, physical and spiritual wellbeing. Schools support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community. (What Works Best - Wellbeing)

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality. (What Works Best - Collaboration)

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. (SEF - School Resources)

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

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement in wellbeing and collaboration?

Data:

- Internal assessment, eg. PAT
- External assessment, eg. NAPLAN
- Student work samples
- Student voice

Analysis:

Analysis will be embedded within the initiatives through

Initiatives

priorities that move students forward in their learning

- Leaders strategically use resources to improve student outcomes

Evaluation plan for this strategic direction

progress and implementation monitoring. Annually the school will review progress towards improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year).