

# Strategic Improvement Plan 2021-2025

## Cooranbong Public School 1635



# School vision and context

## School vision statement

At Cooranbong Public School, our goal is to prepare young people for rewarding lives as engaged members of society. The focus is on student wellbeing, student academic growth and social success. The partnership between teachers, parents and carers, and students ensures the ongoing development of high expectations and a positive environment where every child is known, valued and cared for.

## School context

Cooranbong Public School is situated in a semi-rural setting on the western shores of Lake Macquarie. It has a current enrolment of 275 students with 47 of them identifying as having an Aboriginal or Torres Strait Islander background. The school has 12 classes from Kindergarten to Year six, including a multi-categorical support class. The school's Family Occupation and Educational Index (FOEI) value is 116, compared with the NSW average of 100, which indicates a slightly higher disadvantage than average. The school has received equity funding for Aboriginal students and for low socio-economic status.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and student wellbeing, within a framework of high expectations. The school has strong and genuine partnerships with both their school and business communities. Cooranbong Public School is part of the Western Shores Learning Alliance where collegial practices among the seven alliance schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

Professional Development will take place to further develop the skills of staff in delivering quality assessment tasks and data collection to gain greater consistency of judgement across the school. As a result, programs will be developed and delivered responsive to the needs of the students and targeted support given when growth is not evident.

The data collected will determine the areas of success and need, and the involvement of the whole school community is essential for success and growth at Cooranbong Public School.

The school is working towards being a **Positive Education School** using the **PERMAH** model (Positive Emotions; Engagement; Relationships; Meaning; Achievement; Health) to help support the whole community. The aim is to support students and staff thrive and be the best possible self they can be.

The school has completed a comprehensive situational analysis that has identified three areas of focus for the School Improvement Plan:

### Strategic Direction 1 Student Attainment and Growth

A focus on numeracy and literacy to meet system negotiated targets within the context of the new curriculums.

### Strategic Direction 2 Wellbeing

A focus on student engagement and a planned approach to wellbeing.

### Strategic Direction 3 Community Engagement

A focus on engaging our community, communication and capacity building.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative practice.

## Improvement measures

### Data Skills and Use

Achieve by year: 2025

**Excelling** in the theme '*Data use in teaching*' within the element '*Data skills and Use*'.

### Reading

Achieve by year: 2025

85% of Early Stage 1 students will be fluent in Level Stage 4 plus in the Little Learners Love Literacy Decodables.

### Reading

Achieve by year: 2025

All students in Year 4 and Year 6 demonstrate progress in the percentage of questions answered correctly, between Term 2 and Term 4 Check In Assessment in the area of Reading.

### Numeracy

Achieve by year: 2025

All students in Year 4 and Year 6 demonstrate progress in the percentage of questions answered correctly, between Term 2 and Term 4 Check In Assessment in the area of Numeracy.

## Initiatives

### Reading

**Ensure effective strategies and processes for data analysis, planning and reflection, are used for responsive curriculum delivery.**

- Engage in high impact professional learning on evidenced based practices and assessment in reading.
- AP C&I positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Aboriginal Students PLP's are collaboratively developed, monitored and adjusted when required.
- A consistent approach to assessment, data analysis and student progress monitoring to reflect teaching effectiveness and measure impact.

### Numeracy

**Ensure effective strategies and processes for data analysis, planning and reflection, are used for responsive curriculum delivery.**

- Engage in high impact professional learning on evidenced based practices and assessment in mathematics.
- Explicit teaching strategies are embedded.
- Teachers encourage students to self-assess, reflect and monitor their work.
- All staff understand the progression of key mathematical concepts to ensure student learning needs are met.

## Success criteria for this strategic direction

### Effective classroom practices - *sustaining & growing*

Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

### Data Skills & Use - *excelling*

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions

## Evaluation plan for this strategic direction

### Evaluation plan

#### Question:

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

#### Data:

We will use a combination of data sources. These will include:

- \* Internal assessment, eg. PLAN2
- \* External assessment, eg. NAPLAN
- \* Survey
- \* Observation
- \* Focus group
- \* Student voice
- \* Interview

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

\* Document analysis

### **Analysis:**

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the 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, in the newsletter and on the School Website throughout the year).

## Strategic Direction 2: Wellbeing

### Purpose

CPS develops strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students, staff and wider school community so they can connect, succeed, thrive and learn.

### Improvement measures

#### Attendance <80%

Achieve by year: 2023

Uplift of students attending > 95% of the time trending towards lower bound target.

Achieve by year: 2025

#### Increase in positive responses on student TTFM:

\* TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 85%.

Achieve by year: 2025

**Excelling** in theme - classroom management of SEF domain of **Effective Classroom Practice**

**Excelling** in theme - behaviour of SEF domain of **Wellbeing**

**Excelling** in theme - planned approach of SEF domain **Wellbeing**

**Excelling** in theme - attendance of SEF domain **Learning Culture**

### Initiatives

#### Whole School Wellbeing

**Evidence clearly states that higher levels of wellbeing are linked to higher academic achievement, school completion and better overall mental health.**

- AP Wellbeing identifying and supporting students at risk of disengagement, poor mental health & wellbeing by designing & delivering targeted (tiered) interventions
- Supporting teachers in delivering of SEL programs through professional learning and release time with executive team
- Continue whole school Positive Behaviour for Learning (PBL) weekly lessons.
- Upskill staff on belonging and its strong correlation with attendance, academic achievement and wellbeing.

#### Aboriginal Education

**We are committed to improving the educational outcomes and wellbeing of every Aboriginal and Torres Strait Islander student so that they excel and achieve.**

- Personalised Learning Pathways (PLP's) are developed, reviewed and used to support teaching and learning.
- Build capacity of staff in their knowledge of Aboriginal policies, specifically the Walking Together, Working Together Partnership agreement with the NSW AECG.
- Develop a junior AECG to provide student voice to our Stage 3 cohort.
- Enhance the existing classroom text library by incorporating a diverse range of Aboriginal perspectives.
- Regular communication with our AECG to support the community, the school, the staff and our

### Success criteria for this strategic direction

#### School Excellence Framework Statements:

##### *Learning - Wellbeing excelling*

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 fulfil their potential.

##### *Learning - Attendance excelling*

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

##### *Individual learning needs - 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 wellbeing and learning needs in consultation with parents/carers

### Evaluation plan for this strategic direction

#### Evaluation plan

##### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing?

We will triangulate data sources to capture the overall feel of the school and its environment. These include:

- Sentral incident data which captures student behaviour, suspension data, communication with parents, in-class teacher managed incidences and playground trends.
- SCOUT attendance data to highlight patterns and at risk students.
- Tell them From Me (TTFM) data to capture student,

## Strategic Direction 2: Wellbeing

### Initiatives

students.

#### Attendance

**We acknowledge the importance of attendance to improving student outcomes.**

- Provide opportunities to celebrate weekly, termly and annual whole school attendance.
- Develop, embed and monitor consistent and systematic processes to ensure student absences are minimised
- Regular review and updates provided to all staff around attendance procedures and concerns
- Fortnightly HSLO visits

### Evaluation plan for this strategic direction

staff and community sense perceptions of the school.

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the 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 and on the School Website throughout the year).

# Strategic Direction 3: Community Engagement

## Purpose

To build on existing school community relationships to develop a collaborative approach to planning and cultivating pride in the school and community. To celebrate the talents and diversity of all families in our community.

## Improvement measures

Achieve by year: 2025

Increase in the numbers of parents/carers completing the TTFM each year.

Achieve by year: 2025

Increase in the numbers of parents, carers community actively involved in school activities:

- classroom helpers
- extra curricula activities
- school organised events, carnivals, fun days.

Attendance register & exit slips completed for evaluation.

Achieve by year: 2025

Excelling in Theme - **Parent engagement** of Reporting domain

Excelling in theme - **community satisfaction** of Management Practices & Processes domain

Excelling in theme - **community engagement** of Educational Leadership domain

## Initiatives

### Engagement & Communication

In order to foster genuine community partnerships, our school should prioritise establishing closer contact and engagement with our school community. By creating an environment that values trust and respect, we can facilitate increased communication. This will be supported by:

- Enabling opportunities for parent involvement in school activities to enhance school and community partnerships
- Leverage the power of social media platforms to effectively inform, update, and celebrate student achievements and successes. Maximize these platforms as a means of communication for sharing upcoming events, school procedures, and other pertinent information.
- Utilise the expertise within our parent community to enrich student learning outcomes. Open classrooms for parent and carers to be involved with supporting student learning.

### Capacity Building

Use CPS as a comprehensive resource hub dedicated to supporting the community in enhancing their understanding and skills in managing mental health, well-being and educational support systems for both students and the broader school community.

- Staff to host parent information sessions on targeted mental health topics.
- Support families requiring additional support to engage students in learning.
- Provide optional curriculum sessions to inform students with the curriculum reform and the shifts in pedagogical practices.
- —

## Success criteria for this strategic direction

### School Excellence Framework Statements

#### *Parent engagement - excelling.*

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

#### *Leadership - excelling.*

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

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of community engagement?

### Data:

We will triangulate a variety of data sources to measure impact and improvement of our community engagement.

- Exit slips from whole school events highlighting community satisfaction and areas of improvement.
- Engagement on social media platforms (Facebook & Seesaw) and its impact on informing the community to upcoming events and supporting school/home partnerships.

### Analysis:

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

## Strategic Direction 3: Community Engagement

### Evaluation plan for this strategic direction

---

#### 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 and on the School Website throughout the year).