

# Strategic Improvement Plan 2021-2025

## Coutts Crossing Public School 1666



# School vision and context

## School vision statement

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At Coutts Crossing Public School we provide high quality, inclusive educational experiences in a school community where all children are known, valued and cared for and are encouraged to achieve their potential.

Our vision is to empower all students to embrace learning, to develop their social, emotional and physical wellbeing and to become independent, lifelong learners.

## School context

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Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20kms south of Grafton with an enrolment of approximately 95 students and 12% Aboriginal student population. Coutts Crossing Public School lives by its motto of 'Cooperative and Caring' and has a small, dedicated P&C. The school has a strong focus on improving literacy and numeracy outcomes and providing opportunities for students to thrive and succeed. There is also a strong focus on student wellbeing and the school is dedicated to supporting the social, emotional and academic development of every student. Staff at Coutts Crossing Public School pride themselves on their ability to work collaboratively as part of a school team committed to developing a personalised approach to student learning and engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

## Improvement measures

Achieve by year: 2025

At least 85% of students in years 1-6 will demonstrate expected growth when comparing annual scale scores in the Progressive Achievement Test (PAT) in numeracy.

### Numeracy growth

Achieve by year: 2023

Improve average student numeracy results Check-in relative to SSG

### Reading growth

Achieve by year: 2023

Improve average student reading results Check-in relative to SSG

## Initiatives

### Highly effective teaching

Build teacher capacity to ensure quality learning environments and improved student outcomes. We will develop and refine evidence based teaching practices that are responsive to the learning needs of students. This will be achieved through:

- Data driven practice- Collaboration with Instructional Leader to systematically collect and analyse data to inform future teaching practice.
- Personalised learning- Every student has data informed, authentic learning goals aligned to Literacy and Numeracy Learning Progressions.
- Effective feedback- Staff professional learning in the delivery of effective feedback to students and consistent delivery of authentic, timely feedback to students about their learning progress.
- Visible Learning- Learning Intentions and Success Criteria implemented in classroom practice.

### Literacy and numeracy achievement

In order to maximise student learning across literacy and numeracy and to build strong foundations for success, we will focus on ensuring all students have the core understandings necessary for future growth and achievement. This will be achieved through a focus on:

- Number sense- Development and consolidation of number sense across all stages K-6, ensuring all students have the foundational mathematical understandings necessary for future learning.
- Instructional Leadership to support teachers in delivery of explicit literacy instruction; including developing phonemic awareness and phonic knowledge, building spelling, punctuation and grammar skills, increasing student vocabulary and increasing writing stamina.

## Success criteria for this strategic direction

- All teachers clearly understand, develop and apply a range of assessment strategies in determining teaching directions, monitoring and assessing student progress, and reflecting on teaching effectiveness.
- Learning goals for students are informed by analysis of a range of student progress and achievement data. Progress towards goals is monitored through collection of quality data.
- Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve. Student errors are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- School data demonstrates that student progress is equal to or greater than stage expectations across literacy and numeracy outcomes.

## Evaluation plan for this strategic direction

The extent to which students have achieved sound understanding of fundamental literacy and numeracy concepts, and the effectiveness of teaching practice will be determined through ongoing monitoring and analysis of the following data sources:

- PAT testing (spelling, comprehension, vocabulary, maths)
- NAPLAN data
- Teaching programs demonstrate evidence of data informing classroom practice and adjustments to learning.
- Student voice- annual student survey data
- Student progress tracked and monitored using progressions (PLAN2) in Creating texts, Additive strategies and Phonological awareness.
- Student learning goals - progress and achievement data
- School Excellence Framework Self-Assessment

## Strategic Direction 1: Student growth and attainment

### Evaluation plan for this strategic direction

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- Check In Data

# Strategic Direction 2: Connect, Succeed and Thrive

## Purpose

To ensure that all of our students are able to connect, thrive and succeed, there will be a planned approach to developing whole school wellbeing processes that will support high levels of wellbeing and engagement.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending > 90% of the time by 12% to be at or above the lower bound system negotiated target.

### Wellbeing

Achieve by year: 2023

The percentage of students reporting positive outcomes using *Tell Them From Me* well-being data (Advocacy, Expectations, Belonging) increases by 12%.

Achieve by year: 2025

Increase the percentage of students who indicate they receive regular feedback from teachers on learning progress and how to improve results, increases by 20% using annual school based student survey.

Achieve by year: 2025

The school will move from Sustaining and Growing to Excelling in the Wellbeing element of the Learning Domain in the School Excellence Framework .

## Initiatives

### Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Review current whole school wellbeing processes and policies, utilising the Wellbeing Framework Self-Assessment findings to develop focus areas, to ensure implementation of procedures and expectations are clear and consistent across the school.
- Embedding the Wellbeing Framework into school culture through targeted, ongoing staff Professional Learning in effective wellbeing strategies to support improved practice.
- Development of a structured approach to monitoring and analysing attendance data, student engagement and student wellbeing.

### School readiness for improved learning capacity

Create a quality learning environment focused on ensuring all students are supported to be 'school ready', 'classroom ready' and 'playground ready' so every child can connect with their learning in a positive way and experience success. This will be achieved through:

- Smiling Minds implementation- All teaching staff trained in delivery of the Smiling Minds Program to support delivery across the school. Mindfulness Program implemented K-6 to improve student concentration and attention, emotional regulation and lower anxiety; leading to more focused and engaged learners with enhanced productivity.
- Growth mindset development - Professional Learning for staff in promoting a growth mindset culture across classrooms; assisting students to increase their abilities and achievement by focusing on improvement and taking on challenges and learning from them.

## Success criteria for this strategic direction

- 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.
- Teachers demonstrate increased expertise in teaching students with complex trauma and anxiety difficulties.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students.
- Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions for student learning across the school.
- Planning for learning is informed by sound information about each student's wellbeing and learning needs in consultation with parents and carers.
- The whole school community demonstrates aspirational expectations of learning progress.

## Evaluation plan for this strategic direction

The success of whole school wellbeing programs and improvements in student engagement in learning will be evaluated through analysis of the following data sources:

- TTFM data and internal school student feedback survey data
- Wellbeing Framework Self assessment -pre and post data
- Attendance data
- Incident reports/records -Sentral
- Teacher feedback and survey response data

## Strategic Direction 2: Connect, Succeed and Thrive

### Evaluation plan for this strategic direction

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- Teaching programs show evidence of consistent implementation of wellbeing initiatives.
- School Excellence Framework