

Strategic Improvement Plan 2021-2024

Crabbes Creek Public School 1674



School vision and context

School vision statement

At Crabbes Creek Public School our vision is to nurture engaged individuals who are resilient, successful and confident learners in an environment where teachers and students are challenged to improve each year through a diverse range of opportunities. Collaboration between the school and community provides a whole child focus where each child is known, valued and cared for.

School context

Crabbes Creek Public School (CCPS), with a current enrolment of 28 students, is a welcoming and friendly school in a rural area located on the far north coast of NSW, situated close to the Tweed Heads and Byron shire border. Our school is supported by a strong and vibrant community. The school's FOEI is 86 and ICSEA 901. School numbers have varied over the past ten years, with the student enrolments ranging from 27 to 42. The average enrolment over this period is 33.8 students. Current enrolment in 2021 is 28. We anticipate that enrolments will remain steady over the next few years. Current distribution of students is, five Kindergarten students, one Year 1 student, nine Year 2 students, three Year 3 students, two Year 4 students, five Year 5 students and three Year 6 students. Of the 28 students, one identifies as Aboriginal.

Through our situational analysis and external validation process, which Crabbes Creek Public School undertook in Term 4 2020, we have identified the need for a continued focus on embedding quality teaching practices in literacy and numeracy. What Works Best (WWB) identified assessment, use of data to inform practice, effective feedback and explicit teaching and high expectations and as elements to embed into the school culture. Using these high impact teaching strategies, as identified in WWB, will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. Development in the area of summative and formative assessment and the use of data to inform practice will mean our work with individual students will be responsive and closely monitored. Continual monitoring of student performance data will determine areas of need and achievement at the individual, class and school levels. Collaboration with fellow small schools through the Maths Action Research Project and the Writing Community of Practice will continue over the next planning cycle. Such collaboration will provide staff with professional learning to improve knowledge, understanding and practice in our classrooms. This ongoing professional development will assist in the implementation of strategies to improve student learning and outcomes.

At Crabbes Creek PS students engage in their own learning through a wide range of experiences such as, targeted sporting and academic programs, mindfulness, PB4L, visible learning, creative arts, STEM and outdoor education. Crabbes Creek Public School prides itself on providing diverse learning experiences and developing the whole child.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to Implement the most effective evidence based innovative practices that are responsive to student needs and facilitate strong student learning growth in reading and numeracy.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top two bands to be at or above the lower bound network target.

Target year: 2022

Improvement in the percentage of students achieving in the top two bands to be above the lower bound network negotiated target in numeracy.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the schools lower bound system-negotiated target of 60%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the schools lower bound system-negotiated target of 60%.

Initiatives

Use of Data to Personalise Learning

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Embedded systematic process for the collection, tracking and collaborative analysis of assessment data to inform and track individualised learning goals.
- High Impact professional learning on the use of Literacy and Numeracy Progressions to build teacher capabilities and collective pedagogical practice and student outcomes in reading and numeracy.
- Evidence based Instructional leadership to drive expert use of formative assessment strategies supporting the development of fluid individualised learning goals and differentiated teaching practices.
- A strategic approach to the use of feedback that focuses on improving tasks, processes and student self regulation.

Explicit Teaching

Build teacher capabilities to implement evidence based explicit teaching activities that provide high expectations through challenge and support for all students.

- High impact professional development in line with the What Works Best themes, Explicit Teaching and High Expectations with a focus on teacher identified needs in reading, writing and numeracy.
- Active promotion and participation as a learning community focused on continuous improvement in student learning and teacher capabilities.
- Collaboration and reflection to support programming and teaching practices, which clearly articulate what students will learn, what they are expected to do, how they will do and what it will look like when they have succeeded.
- Embedded systematic approach to lesson observations and learning sprints to target the what

Success criteria for this strategic direction

- Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used responsively at individual, group and whole school levels.
- Teaching and learning programs describe expected student progression and continuous tracking of student progress and achievement through consistent and reliable student assessment.
- Teaching and learning programs are adjusted to reflect individual progress and needs, ensuring that all students are challenged and supported.
- Analysis of student progress data informs teacher directions and reflection on teaching effectiveness.
- The learning goals for all students are informed and monitored by the analysis and collection of valid and quality data.
- All students articulate, understand and achieve their individualised literacy and numeracy learning goals.
- Teaching and learning programs show evidence of adjustments to meet individual student need, ensuring all students are challenged and that adjustments lead to improved learning.
- Students have input into their success criteria which provide opportunities for feedback on teaching and learning.
- The school identifies and shares what student growth is expected for each student.
- Teachers routinely review learning with students and provide feedback to ensure all have a clear understanding of how to improve.
- Instructional leadership to sustain effective evidence based teaching so that every student makes learning progress.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Initiatives

Works Best Themes Explicit Teaching and High Expectations.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Literacy and numeracy Plan2 data.
- Teaching sprints data.
- Student work samples.
- Teaching programs.
- Evidence of student feedback on teaching and learning.
- PLPs.
- NAPLAN data..

The evaluation plan will involve: Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Whole staff reflective sessions. Term by term review and triangulation of data sources.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Engagement and success in learning for all

Purpose

In order to provide a positive and aspirational learning culture we will develop an environment that guides and supports students to meet high expectations, promotes supportive and collaborative relationships between all stakeholders.

Improvement measures

Target year: 2022

Increase (uplift) percentage of students attending more than 90% of the time by 26% or above.

Target year: 2022

Proportion of students reporting expectations for success, advocacy, sense of belonging at school shows an uplift from the 2021 base line data.

Target year: 2024

School self assessment in the element of Learning Culture improves from delivering to excelling.

Initiatives

Learning Culture

Enable a learning culture where parents/cares, students and teachers collaborate to establish shared high expectations, students are known well, valued as learners and it is understood how to support their learning.

- High impact professional learning and collaborative reflection to implement strategies such as mindsets that create a safe space for students to take risks, make mistakes and ask questions to clarify their thinking.
- Planned and embedded strategies to develop community understandings of mindsets and a common language between parents/carers, students and staff.
- Embedded use of 3 way learning conversations that collaboratively build understandings of learning expectations, progress and provide positive feedback.

Wellbeing

Enable environment that promotes social, emotional, behavioural and intellectual engagement and fosters positive relationships across the school.

- High impact professional learning and collaborative reflection to implement strategies with a focus on proactively teaching healthy coping strategies, resilience and self regulation.
- Planned and embedded strategies to build a positive learning environment through student voice and supportive relationships.
- Implementation of targeted support strategies to promote positive engagement for all students.
- Design a school wide approach where every student is known, cared for and valued that showcases and celebrates student achievements and contributions within and across the school community.

Success criteria for this strategic direction

Effective partnerships with parents and students to support improvement aims, planning for learning and motivate students to deliver their best.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen outcomes.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

There is a school-wide, collective responsibility for student learning and success, which is shared by parents.

Teachers directly and regularly engage with with parents to improve understanding of student learning and strengthen student outcomes.

Programs include adjustments to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.

Planning for learning is informed by sound holistic information about each students wellbeing and learning needs in consultation with parents.

Positive respectful relationships between students and staff promote wellbeing and optimum conditions for student learning.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Surveys.
- Tell Them from Me.
- Examples of student and parent /carer involvement.
- Learning goals that build on prior learning.

Strategic Direction 2: Engagement and success in learning for all

Evaluation plan for this strategic direction

- Teaching programs.
- Student work samples.
- Attendance data.

The evaluation plan will involve: Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Whole staff reflective sessions. Term by term review and triangulation of data sources.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction