

Strategic Improvement Plan 2021-2024

Cronulla Public School 1682



School vision and context

School vision statement

Our vision is to be a high performing and student centred school, with a positive and inclusive school culture that promotes success and caters for the wellbeing of all.

School context

Cronulla Public School operates under the banner 'Knowledge Is Strength'. It is situated in south-eastern Sydney, close to the Port Hacking River and Cronulla beaches, and part of the Sutherland Shire. The school community is culturally diverse with 30% of students from families having a language background other than English and 10 students who identify as Aboriginal and/or Torres Strait Islander. Students who attend our school come from a wide range of socio-economic backgrounds.

Cronulla Public School actively encourages students to be safe, respectful learners through our Positive Behaviour for Learning (PBL) framework. The staff are committed to providing quality educational programs which meet student needs and develop the talents of each individual child. Quality teaching programs cater for all students with programs for High Potential and Gifted Education, as well as those students who have additional learning needs. The school provides a range of opportunities to explore and extend learning experiences so that students can achieve in a variety of academic, sporting, cultural and social activities.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students, staff and parents. Through our situational analysis, we have identified delivering quality differentiated instruction in numeracy, the effective use of data and assessment and student voice and wellbeing as being priorities in this plan. Continual monitoring of student performance and wellbeing 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

Improve numeracy (2021-2022) and reading achievement across the school through targeted and differentiated tasks based around high expectations, supported by instructional leaders and collaborative planning.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5 to our lower bound target. **Uplift required 7%.**

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 to our lower bound target. **Uplift required 16%.**

Target year: 2024

At least 75% of students in Year 2-6 demonstrate a 0.4 growth (calculated through effect size formula) when comparing year to year scale scores in the Progressive Achievement Test (PAT) in numeracy.

Target year: 2024

To move Effective Classroom Practice from Sustaining and Growing to Excelling.

Target year: 2024

To move Differentiation from Sustaining and Growing to Excelling.

Target year: 2024

To increase the percentage of targeted students showing growth towards identified internal and external targets.

Target year: 2022

Increase the percentage of students achieving the Top 2 bands in NAPLAN Reading in Years 3-5 beyond the

Initiatives

Effective teaching practices in numeracy - Numeracy Project

We will achieve this through:

Explicit Teaching

- Differentiating content so that lessons can be adjusted or paced to students' skills and knowledge.

High Expectations

- Providing increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.

Collaboration

- Regularly participating in structured lesson observations that focus on how different teaching approaches impact on student learning
- Dedicating time for working with colleagues to plan, develop and refine teaching and learning programs
- supporting staff to enhance explicit teaching through collaboration and high impact professional learning strategies by Instructional Leaders.

Success criteria for this strategic direction

Learning: Curriculum - Differentiation- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.

Teaching: Effective Classroom Practice - Explicit teaching - We will have a whole school approach which ensures the most effective evidence-based teaching methods are employed by teachers and optimise learning progress for all students. Effective methods will be identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teaching: Learning and Development - Collaborative practice and feedback - The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and provision of specific and timely feedback between teachers.

Teaching: Effective Classroom Practice - Lesson Planning - All lessons will be systematically planned as part of a coherent program that has been collaboratively designed. Lesson planning references student information including progress and achievement data, curriculum requirements and provides continuous improvement for all students.

Leading: Educational Leadership - Instructional Leadership - 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: Are all teachers differentiating content effectively?

Data: Teaching and Learning Programs, Observations and Feedback

Strategic Direction 1: Student growth and attainment

Improvement measures

upper bound. **Uplift required 1.1%.**

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 beyond our upper bound target. **Uplift required 5%.**

Evaluation plan for this strategic direction

Question: How have student numeracy outcomes improved?

Data: Internal Assessments, External Assessments, Student Voice (work samples / interviews, TTFM)

Question: How did lesson observations change practice?

Data: Observation and Feedback, Teaching and Learning Programs, Teacher Evaluation and Reflection

Question: What was the impact of collaborative planning?

Data: Teaching and Learning Program Evaluations, Tell Them From Me, Student Work Samples, Data Conversation Meeting Minutes

Question: What difference have Instructional Leaders made?

Data: Observation and Feedback, Professional Learning Evaluation

Analysis: Analysis of the data sources above will be used to determine the effectiveness of teaching practices in numeracy.

Implication: Findings from the analysis will inform future actions.

Strategic Direction 2: Data Informed Practices

Purpose

Embed consistent school-wide practices to ensure data and assessment are used as tools to move learning forward, monitor student progress overtime and inform future directions.

Improvement measures

Target year: 2024

All teachers record student achievement data in PLAN2 .

Target year: 2024

All students achieve their learning goals for numeracy.

Target year: 2024

Increase the use of explicit teaching practices in numeracy by 6% as measured by TTFM and internal school data.

Target year: 2024

To move Data Skills and Use from Sustaining and Growing to Excelling.

Target year: 2024

To move Assessment from Sustaining and Growing to Excelling.

Target year: 2024

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Initiatives

Data and Assessment

We will achieve this through:

Assessment

- Work with colleagues to develop and deliver assessment tasks that assess the intended learning outcomes from the syllabus and provide students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria of the unit of work.

Use of Data to Inform Practice

- Use a range of formal and informal methods to collect data from different types of assessments to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.
- Put systems and structures in place to record data that has been collected.
- Engage in collaborative analysis of data with colleagues.

Success criteria for this strategic direction

Learning: Assessment - Formative Assessment -

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Teaching: Data Skills and Use - Data Use in Teaching

-Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness

Learning: Reporting- Whole School Reporting -

The school uses a centralised system for analysing and reporting data on student and school performance

Teaching: Data Skills and Use - Data Literacy -

All teachers have a sound 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

Evaluation plan for this strategic direction

Question: How effective are assessment tasks in providing opportunities for students to demonstrate their knowledge, skills and understanding?

Data: Student Work Samples, Assessment Tasks

Question: How well did teachers use achievement data to inform teaching, monitor progress and reflect on practice?

Data: Teaching and Learning Programs, Pre and Post Assessment, TTFM

Question: How are data systems and structures used effectively?

Data: Assessment Spreadsheets, PLAN2, Assessment Schedule

Strategic Direction 2: Data Informed Practices

Evaluation plan for this strategic direction

Question: What was the impact of collaborative analysis of data

Data: Data conversations, SCOUT, PAT, Internal Measures

Analysis: Analysis of the data sources above will be used to further support improvements in the use of assessment and data analysis.

Implication: Findings from the analysis will inform future actions.

Strategic Direction 3: Student Wellbeing through student voice and student engagement

Purpose

Embed a strategic and planned approach to school wellbeing processes so that students can connect, succeed, thrive and learn by ensuring the cognitive, social, emotional, physical and spiritual wellbeing of all students is addressed through student voice and engagement.

Improvement measures

Target year: 2022

Increase the percentage of students attending school more than 90% to our lower bound system negotiated target 85.5%. **Uplift required 3%.**

Target year: 2023

Increase the percentage of students with a positive sense of wellbeing towards upper bound system negotiated target of 93.6%. **Uplift required 2%.**

Target year: 2022

All identified students have student voice referenced in individual learning needs with regular monitoring and reviews of the programs and assessment processes.

Target year: 2024

To move wellbeing from sustaining and growing to excelling.

Target year: 2024

TTFM Wellbeing data indicates that more than 85% of students are interested and motivated in their learning.

Target year: 2024

To move learning culture from sustaining and growing towards excelling.

Initiatives

Improving Student Engagement and increasing Student Voice

We will achieve this through:

Use of data to inform practice

- Embed systems gathering processes for sport and physical activity and wellbeing based on school sport and physical activity programs
- Develop systems and procedures for the effective identification, challenge and tracking of high potential students.

Explicit Teaching

- Reflect on the balance of teacher-directed, teacher guided, and student directed learning within a lesson and across a unit of study.
- Provide more explicit teaching opportunities earlier in units of study and plan for the transition to guided practice and individual activities once students have gained confidence and mastery.

Wellbeing

- Establish opportunities for the development of student voice to encourage students to feel connected to their learning.
- Design and implement additional support to vulnerable students in class and other school activities to assist them in feeling safe and supported at school.

Success criteria for this strategic direction

Learning Culture- Attendance - 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, including those at risk.

Learning Culture- High Expectations - Students are self-directed, take initiative and grasp opportunity

Wellbeing -A planned approach to Wellbeing - Evidence based changes are made to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Wellbeing -Individual learning needs - 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.

Wellbeing- Behaviour - Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in positive behaviour.

Evaluation plan for this strategic direction

Question: How has sport and physical activity improved student engagement?

Data: Self-Assessment : Sport and Physical Activity School Health Check, TTFM

Question: What is the impact of PBL on student engagement

Data: Teaching and learning programs, observations, work samples

Question: How has student voice contributed to students feeling increasingly connected to their learning?

Strategic Direction 3: Student Wellbeing through student voice and student engagement

Evaluation plan for this strategic direction

Data: TTFM, IEPs/PLPs reflect student voice, Sentral attendance data, Sentral behaviour data

Question: How are vulnerable students supported to ensure they thrive and succeed at school?

Data: Notice, Inquire, Plan and Safety Map mental health data, Student, staff and parent wellbeing surveys.

Question: How are high potential students identified, challenged and tracked to ensure they are reaching their potential?

Data: Teaching and learning programs, assessment data, student voice and teacher surveys

Analysis: Analysis of the data sources above will be used to further support improvements in student engagement.

Implication: Findings from the analysis will inform future actions.