

# Strategic Improvement Plan 2021-2024

## Crookwell Public School 1684



# School vision and context

## School vision statement

Crookwell Public School is committed to providing high quality education in a caring, creative and supportive environment fostering independence, confidence and lifelong learning as students grow into valued members of society.

## School context

Crookwell Public School is located in the township of Crookwell on the Southern Tablelands of NSW. The school was established in October of 1865. Crookwell has a population of 2690 residents and is the largest town and main service centre in the largely rural Upper Lachlan Shire which has a population of 8000 residents. The school community upholds traditional social values and promotes civic participation.

The school has a stable student population, with approximately 6% having an Aboriginal heritage and 3% coming from an English as an Additional Language or Dialect (EAL/D) background. The school has 8 mainstream classes into which children with identified disabilities, supported by School Learning Support Officers (SLSO), are integrated. The school staff is characterised by a blend of experienced and early career teachers.

Crookwell Public School strives for excellence in all areas of learning, with a particular focus on providing a strong base in both literacy and numeracy, while maintaining an inclusive, welcoming school where every student, teacher and leader improves every year. The key priority of Crookwell Public School is to provide its students with the foundations for lifelong learning with the capabilities and confidence to make a positive contribution to our global community.

Crookwell Public School delivers a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations, in a school environment that is happy, supportive and caring. Every student is known, valued and cared for with individual learning needs planned, implemented and catered for.

Students have a deep sense of connectedness to their school where contemporary and future focused learning prepares students for learning, growth and success. Crookwell Public School excels in student wellbeing strategies and initiatives with positive, respectful relationships underpinning the culture of the school.

High level areas of improvement have been identified through a rigorous, consultative Situational Analysis. The three strategic directions are Student Growth and Attainment, Effective School Culture and Educational Leadership. These priority areas will be supported through equity funding sources such as socio economic background funding, Aboriginal background funding and low level adjustment for disability funding.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise the potential for all students to improve in reading and numeracy through evidence-informed teaching practices, which are underpinned by whole school evaluative processes, for collecting and analysing data. This will ensure every student, every teacher and every leader, improves each year.

## Improvement measures

### Target year: 2022

#### NAPLAN Reading and Numeracy Top Two Bands 2022

To increase the percentage of students achieving in the top two bands in reading to the lower bound system negotiated target of 35.7%.

To increase the percentage of students achieving in the top two bands in numeracy to the lower bound of the system negotiated target of 27.57%.

### Target year: 2023

#### NAPLAN Expected Growth in Reading and Numeracy 2023

To increase the percentage of students achieving expected growth in reading to the lower bound of the system negotiated target of 57.72%.

To increase the percentage of students achieving expected growth in numeracy to the lower bound of the system negotiated target of 51%.

## Initiatives

### Effective classroom practice in reading

All reading teaching and learning experiences will be explicit, individualised and targeted to meet the needs and abilities of all students. Evidence-informed teaching practices, from What Works Best, such as explicit teaching, high expectations, data use to inform practice, professional learning, effective feedback and assessment practices, and collaboratively developed programs will be embedded across the whole school.

### Effective classroom practice in numeracy

All numeracy teaching and learning experiences will be explicit, individualised and targeted to meet the needs and abilities of our students. Evidence-informed teaching practices, from What Works Best, such as explicit teaching, high expectations, data use to inform practice, professional learning, effective feedback and assessment practices, and collaboratively developed programs will be embedded across the whole school.

## Success criteria for this strategic direction

**NAPLAN:** Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

**Student Growth:** 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.

**Curriculum:** Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

**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 all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

**Effective Classroom Practice: Explicit Teaching:** 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.

## Evaluation plan for this strategic direction

### QDAI Process

#### Q=Question

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

#### D=Data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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We use will a combination of data sources. These will include: internal assessments e.g. 5 weekly guided reading assessments, topic tests, whole school numeracy assessments, external assessments e.g. NAPLAN, Check-in Assessments, surveys (TTFM and school-based surveys), observations (colleague observations and anecdotal notes), parent and teacher interviews and student reports.

### **A=Analysis**

Analysis will be embedded within the initiatives through progress and implementation monitoring.

Improvement measure progress will be reviewed annually once NAPLAN result are received.

### **I=Implications**

The results and findings of the analysis will inform the impact of the initiatives.

## Strategic Direction 2: Effective School Culture

### Purpose

To develop highly effective teachers through building emotional intelligence, teacher efficacy, collaboration, relational trust and capacity aligned to the themes of the Wellbeing and Quality Teaching Framework.

### Improvement measures

#### Target year: 2022

To increase the percentage of students attending school 90% of the time or more to the lower bound of the system negotiated target of 79.2%

#### Target year: 2022

To increase the percentage of students with positive wellbeing to the lower bound of the system negotiated target of 91%.

#### Target year: 2024

The school will move to sustaining in all seven dimensions of the Strengthening Family and Community Engagement in Student Learning matrix.

#### Target year: 2024

School Excellence Framework assessment (External Validation, 2020) indicates a need for improvement across all four themes of the Teaching Domain: Learning and Development. We aim to move from sustaining and growing to excelling.

### Initiatives

#### High Expectations Culture

Allocate time for staff collaboration to share evidence focused on student achievement and progress, and identify learning areas used in future teaching and learning programs.

Develop consistent school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices, e.g. learning walks, coaching and mentoring and professional learning communities.

Monitor the impact of professional learning on teacher practice and implementation of strategic initiatives to improve growth and attainment.

#### Strengthening family and community engagement

Use the school assessment tool to be able to identify where CPS is placed on a continuum of engagement, and where learning can be celebrated and further developed.

#### Wellbeing - Connect, Succeed, Thrive

Students, staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

### Success criteria for this strategic direction

**Learning Culture:** The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

**Wellbeing:** The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

**Collaborative Practice and Feedback:** 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.

### Evaluation plan for this strategic direction

#### QDAI Process

##### Q=Question

High Expectations Culture - To what extent have we achieved our purpose and can demonstrate greater teacher efficacy, capacity and collaboration.

Strengthening Family and Community Engagement - To what extent have we achieved our purpose and can demonstrate strengthened connections between students, staff and the wider community.

Wellbeing - Connect, Succeed, Thrive - To what extent have we achieved our purpose and can demonstrate improved or maintained positive student attendance and wellbeing.

##### D=Data

## Strategic Direction 2: Effective School Culture

### Evaluation plan for this strategic direction

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High Expectations Culture - We will use a combination of data sources. These will include: staff TTFM data, survey monkey results, professional learning logs, staff attendance rates, PDP reviews, coaching and mentoring observations and discussions and program components sharing.

Strengthening Family and Community Engagement - Staff, student and parent TTFM data, Strengthening Family and Community Engagement in Student Learning matrix data.

Wellbeing - Connect, Succeed, Thrive - TTFM student surveys, student attendance rates, school-wide wellbeing self-assessment data.

#### **A=Analysis**

Analysis will be embedded within the initiatives through progress and implementation monitoring.

Improvement measure progress will be reviewed annually.

#### **I=Implications**

The results and findings of the analysis will inform the impact of the initiatives.

## Strategic Direction 3: Educational Leadership

### Purpose

To model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### Improvement measures

#### Target year: 2024

School Excellence Framework assessment (External Validation, 2020) indicates a need for improvement across all four themes of the Leading Domain: Educational Leadership. We aim to move from sustaining and growing to excelling.

#### Target year: 2024

To increase the effectiveness of the Middle School Transition strategy between Crookwell Public School and Crookwell High School. We aim to move from sustaining and growing to excelling in the Transition and Continuity of Learning theme in the School Excellence Framework and increase our position on the Middle Years Transition matrix.

### Initiatives

#### Effective Educational Leadership

To upskill and support all staff to effectively implement the Strategic Improvement Plan through utilising the Instructional Leadership Model. This will be achieved through targeted professional learning, collaboration with Uplands Learning Community, Yass Network and adjoining networks.

#### Middle School Transition

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students in the middle school years between Crookwell Public School and Crookwell High School.

### Success criteria for this strategic direction

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

### Evaluation plan for this strategic direction

#### Q=Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of instructional leadership among all staff?

To what extent have we achieved our purpose and can demonstrate impact and improvement of quality transition in the middle years?

#### D=Data

We use will a combination of data sources. These will include: PDP reviews, surveys (TTFM and school-based surveys), observations (colleague observations and anecdotal notes) and professional learning logs.

A combination of data sources will be utilised. These will include: student and parent feedback, combined executive meeting feedback and discussions and Year 7 Best Start data. Check-in assessment data for years 4, 6, 8 and 10.

#### A=Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring.

## Strategic Direction 3: Educational Leadership

### Evaluation plan for this strategic direction

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#### I=Implications

The results and findings of the analysis will inform the impact of the initiatives.