

Strategic Improvement Plan 2021-2025

Crystal Creek Public School 1690



School vision and context

School vision statement

Our vision at Crystal Creek Public School is to work in partnership with our community to maintain an inviting, nurturing and sustainably-conscious learning environment. The school will provide students with quality education that is future-focused and create opportunities for all students to achieve their full potential. We endeavour to foster a rich, lifelong interest in learning to ensure all of our students become responsible and informed global participants.

School context

Crystal Creek Public School is a small, rural school nestled in the Far North Coast region of NSW. The school is situated 11km west of Murwillumbah and has an enrollment of 68 students. Crystal Creek Public School is renowned for providing quality teaching and learning in an environment that values wellbeing and nurtures the whole child.

Our school has vibrant and dynamic staff who range in experience and expertise. 4.1% of students identify as Aboriginal. Our students come from a wide range of different socio-economic backgrounds and bring with them diverse knowledge about our local area.

Crystal Creek Public School has a clear vision for learning that is future-focused and empowers students to innovate and problem solve in ways that contribute to creating a sustainable society. The school provides staff and students with modern facilities, flexible learning spaces and outdoor learning areas.

Extra-curricular opportunities in sport, science, technology, and creative and performing arts enable our students to excel through a range of different experiences whilst *growing together* as a community. Crystal Creek Public School approaches education for sustainability through a range of programs, including Nature Play and Garden Club, and provides students with access to a large chicken coup and community vegetable garden in order to help drive sustainable development.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis we have identified a need to employ a targeted approach to intervention to address learning gaps in reading and numeracy. Additionally, further work needs to occur around how teachers use data driven practices to successfully plan for and deliver quality differentiated instruction to meet the needs of all students.

The Instructional Leadership team will be utilised to build understanding of how to do this successfully and will collaboratively work with staff to lead much of this work in the school.

A strategic and planned approach that focuses on building strong foundations in the early years will guide our school's wellbeing processes to ensure all students have an opportunity to connect, succeed, thrive and learn.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine our processes for best practice to promote teaching effectiveness and strengthen our response to learning intervention. Our aim is for students to become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Numeracy growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5, 2022 data.

Reading growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5, 2022 data.

Initiatives

Evidence informed approach

Teachers adopt an evidence-informed teaching approach that incorporates adjustments in curriculum delivery to extend the knowledge and skills of every student.

- Quality, differentiated teaching strategies explicitly address student needs and ensures that all adjustments lead to improved learning.
- Evidence-based monitoring and measurement of student progress drives the response to intervention and instructional adaptations in reading and numeracy.
- Confidently use student assessment data to reflect on teaching effectiveness and identify strategic priorities in reading and numeracy to support improved outcomes and consistent teacher judgement.

Pedagogical practice

Streamlined teaching processes align with best practice and respond to individual learning needs through consistent, whole-school programs and intervention practices.

- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- High impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education Policy to personalise learning and understanding.
- Explicit teaching practices optimise student learning outcomes and progress by clearly showing students what to do and how to do it.

Success criteria for this strategic direction

- Teachers expertly apply streamlined processes to literacy and numeracy sessions that align with current, best-practice to improve whole-school consistency and student learning outcomes.
- Teachers have a solid understanding of reliable student assessment and data concepts and use this to inform their planning, evaluate student learning and respond to student needs.
- Student feedback is elicited by teachers and is effectively used to move learning forward.
- Learning goals in reading and numeracy support students across a full range of abilities and ensure a culture of continuous improvement. Student learning goals are informed by analysis of internal and external student progress and achievement data.
- LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to explicit literacy and numeracy instruction.

Evaluation plan for this strategic direction

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

Data: The school will use a combination of data sources to regularly reflect on the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction, including:

- Internal and external assessments (eg. NAPLAN, Check-assessment, Standardised tests)
- Surveys (staff, students and community) and observations
- Focus groups and parent workshops
- Document analysis

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: The findings of the analysis will inform the school's future directions, budget allocations and program initiatives.

Strategic Direction 2: Assessment, Reporting and Data

Purpose

Data driven practices are routinely used to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school initiatives.

Improvement measures

Achieve by year: 2025

100% teachers use whole school systematic assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Achieve by year: 2025

Improvement in the percentage of teachers routinely using data-driven practices to inform their teaching to be above 80%.

Initiatives

Whole-school assessment

Ensure effective strategies and processes for student assessment are used to optimise curriculum delivery and student learning outcomes.

- Instructional Leaders support teachers with using whole school unit planning documents across key learning areas that map learning sequences and stage outcomes to effectively meet requirements of summative assessment.
- Review and adapt practice to ensure reliable assessment tasks are used consistently to analyse student progress, evaluate growth and report student achievement.
- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.

Data driven practices

Adopting a consistent, whole-school approach to data collection will ensure teachers are able to effectively analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify learning intervention and modify teaching practice.

- High impact professional learning in data skills and data use in teaching for all staff to build confidence and capability.
- Review and modify data use practices and programs used for recording, monitoring and reporting on student progress to promote whole school consistency.
- Instructional Leader to work collaboratively with teachers to effectively use data in teaching and learning, leading to improvements in student outcomes.

Success criteria for this strategic direction

- Teachers use assessment as an integral part of teaching and learning programs.
- Accurate conclusions about student learning are reliant on rigorously-constructed assessment tasks, teacher collaboration and the use of comprehensive marking rubrics.
- Teachers confidently monitor student learning by analysing valid and reliable assessment data to identify progress of individual students.
- Teachers apply and modify processes to moderate summative assessments in English and Mathematics, using appropriate work samples (NESA) during allocated times.
- Reliable data and quality feedback inform teaching practice and direct learners and their learning.

Evaluation plan for this strategic direction

Question: Has High Impact Professional Learning (HIPL) led to improvements in staff capabilities with using data to inform teaching practice? To what extent have teaching practices been reviewed and adapted to ensure reliable assessment tasks are used across all key learning areas?

Data: The school will use a combination of data sources to regularly reflect on the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction, including:

- Internal assessments
- Reporting frameworks
- Work samples
- Professional conversations during PDP

Analysis: Ongoing analysis of staff data skills, use and monitoring will measure the success of initiatives and identify areas for improvement or modification.

Implications: The findings of the analysis will guide best teaching practice to ensure individual learning needs are targeted.

Strategic Direction 3: Curriculum

Purpose

To maximise opportunities for curriculum innovation, a holistic approach to student wellbeing will drive our school to create meaningful learning experiences that ensure every child feels known, valued and cared for.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time to achieve the system-negotiated upper bound target of 77.6%

Achieve by year: 2025

Improvement in the percentage of parents attending "Growing Together" workshops to remain at or above school-negotiated target of 20%.

Initiatives

Start Strong in the Early Years

A strategic and planned approach that focuses on building strong foundations in the Early Years will guide our schools well being processes to ensure all students have the opportunity to connect, succeed, thrive and learn.

- Ongoing identification and use of high impact, evidence based strategies to support development of early years learners.
- Targeted high impact professional learning to ensure teaching expertise supports best-practice in the early years.
- Develop strong community partnerships, involving students, staff, families and outside agencies, to promote student learning, wellbeing and high expectations for student success.

Curriculum

An integrated, whole-school approach to quality teaching, curriculum planning and delivery, and assessment will promote learning excellence and meet the diverse needs of our students.

- High impact professional learning in current, best practice to build teacher capability and enhance opportunities for future-focused pedagogy.
- Embed sustainable practices and Aboriginal perspectives as an integral part of teaching and learning in every classroom.
- Review and modify attendance procedures to implement effective systems and strategies for identifying and responding to student absences.

Success criteria for this strategic direction

- Teachers confidently nurture, guide, inspire and challenge students to help them find joy in learning, build skills and understanding, and make sense of their world.
- Teachers collaboratively develop, use and modify learning programs that align with current, best-practice to engage students in rich learning experiences that remain authentic to our school and individual students' interests.
- Teachers expertly use future focused practices to innovate on learning and build skills and capabilities for students as digital citizens.
- Teachers are explicit about learning goals and success criteria for all lessons and demonstrate achievement by modelling and providing examples.
- Teachers commit to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students by incorporating Indigenous histories and cultures into learning experiences so that they can excel and achieve in every aspect of their education.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- LST team are collaborative, build teacher capacity in the Early Years and are an integral part of promoting positive community relationships to strengthen student engagement and learning outcomes.

Evaluation plan for this strategic direction

Question: To what extent have we integrated innovative curriculum to promote learning excellence and engagement? To what extent have we developed teacher expertise and fostered positive relationships with Early Years families to ensure a strong and successful start to school?

Data: The school will use a combination of data sources to regularly reflect on the effectiveness of the initiatives in

Evaluation plan for this strategic direction

achieving the purpose and improvement measures of the strategic direction, including:

- Focus groups
- Observations and surveys
- Internal assessments
- Resource allocation analysis

Analysis: Ongoing analysis of staff, student and community engagement will measure the success of initiatives and identify areas for improvement or modification.

Implications: The findings of the analysis will guide best teaching practice to promote learning excellence and meet the needs of all students.