

Strategic Improvement Plan 2021-2024

Culcairn Public School 1698



School vision and context

School vision statement

At Culcairn Public School we ensure that every student has access to excellence and opportunities in an innovative and caring environment creating successful lifelong learners.

School context

Culcairn Public School is a small rural school located 55 kilometres North of Albury towards Wagga Wagga on Wiradjuri land. The school currently has an enrolment of 113 students who come from a range of socio-economic backgrounds with 10% of students identifying as Aboriginal or Torres Straight Islander. The school has a strong relationship with a hard working P&C consisting of parents, caregivers and the wider community. Culcairn Public School is a dynamic school which values and fosters the pursuit of academic, cultural and sporting achievement by providing an environment which is caring and challenging in order to prepare young minds for the dynamic world we live in.

The school has completed a detailed situational analysis that has identified three main areas of focus for this school improvement plan. It is important to note that this builds upon the extensive work undertaken in the previous school planning cycle.

1. Student growth and attainment

The considerations drawn from the SEF are also supported by other data sources - in particular current research on educational practice. The school's performance, as indicated by its performance data through SCOUT and internal assessment data, display the need to continue embedding Formative Assessment across the school setting.

The school will focus on student performance, which is driven by research-based whole school approaches to effective teaching in literacy and numeracy. A focus area will aim to increase the number of students achieving expected growth in Numeracy and Literacy NAPLAN through use of data and explicit teaching practices across the school. Data skills and use in planning and teaching will be a focus of this strategic direction, ensuring teachers clearly understand and develop a range of assessment strategies and use them to determine teaching directions and assessing progress and reflecting on teaching practice. The NAPLAN gap analysis indicated the areas of focus include Reading - integrating a range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies and Numeracy - Addition and Subtraction, Multiplication and Division, Whole Number, Fractions and Decimals, Place Value, Time, Mass, Position, Chance and Data, Length, Patterns and Money. We will aim to continue to build teacher confidence in using the Literacy and Numeracy learning progressions to identify students current achievements and develop targeted teaching and learning programs for individual students. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by **What Works Best in Practice**

2. Inclusion, Well being and Engagement

A major focus on student engagement, inclusion, high expectations and wellbeing through Strategic Direction 2, is required to improve engagement and achievement for all students. Research, as well as internal school data, indicates that this focus, with consideration of our students and our targets, we should increase student engagement and achievement.

Transition, particularly High School Transition is an area identified across Culcairn Public

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School and the Morgan Country Learning Community as requiring further improvements. Current transition to high school has been minimal and local schools are working together to improve this area for students and their families.

3. Effective Teaching through Collaborative Practices

The school will focus on developing further professional learning opportunities for staff, encouraging collaborative practices for improving effective classroom practices. Professional discussion and collaboration to improve teaching and learning should be facilitated. This will effectively allow the school and its teachers to design, implement and embed explicit systems facilitating this dialogue. Further PL around Quality Teaching Rounds (QTR) and Formative Assessment will be a focus in this Strategic Direction.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in literacy and numeracy, and build strong foundations for academic success in all key learning areas, all staff will use data to understand students learning needs and inform differentiated teaching for all. Students will become increasingly self directed learners who are acutely aware of their own learning needs and future directions.

Improvement measures

Target year: 2022

The percentage of both Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading will increase from 43.3% to at least 48.3% (lower bound system negotiated target).

Target year: 2023

The percentage of Year 5 students achieving expected growth in reading will increase from 60.7% to at least 65.4% (lower bound system negotiated target).

Target year: 2022

The percentage of both Year 3 and Year 5 students achieving in the top two bands in Numeracy will increase from 35.2% to at least 40.0% (lower bound system negotiated target).

Target year: 2023

The percentage of Year 5 students achieving expected growth in numeracy will increase from 19.6% to at least 44.5%

Initiatives

Personalised Learning

Embed a learning culture of assessment for learning which ensures students learn at their academic level that enables them to achieve their learning goals whilst receiving feedback from teachers and peers.

- The embedding of formative teaching practices in all classrooms to personalise learning and inform teaching practice including programming, planning and lesson delivery
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students and assist with tracking progress and growth
- Ensure consistent whole school practices and use of Learning Intentions and Success Criteria across the school
- Embed and use professional learning models to build teacher capacity and collective pedagogical practice

Data Skills and Use

Increase teacher capacity to ensure data collection is used consistently throughout the school to differentiate the curriculum, inform teaching, provide feedback to students and provide system negotiated target intervention in order to improve student outcomes

- Professional Learning in data analysis and data use to inform teaching for all staff, including gap analysis.
- Work with teachers using data to monitor and assess student progress and inform future learning.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom
- Review and adapt teaching practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth and report student achievement.

Success criteria for this strategic direction

Staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for all students

Learning Intentions, Success Criteria and Feedback are embedded practice in all classrooms throughout the school.

Teachers use formative assessment data to accurately track and monitor student achievement on the Literacy and Numeracy Progressions

All students are able to articulate, understand and achieve their learning goals. which are shared with parents/carers.

Aboriginal and Torres Strait islander (ATSI) students meet expected growth in both reading and numeracy.

All Aboriginal and Torres Strait Islander (ATSI) and funding support students have a Personalised Learning Plan (PLP) that is collaboratively developed with the student, school and parent/ carer and reviewed throughout the year. Each PLP will identify goals, actions and measures of success that will result in significant improvements for every student.

Teachers and executive use systemic and reliable assessment data to evaluate student learning and implement changes that result in significant, measurable improvement for all students.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and teachers are able to respond to individual student learning needs collaboratively where teachers are able to plan and deliver differentiated lessons based on the analysis of student performance data? Has this resulted in demonstrated improvement in student learning outcomes in Literacy and Numeracy?

Evaluation plan for this strategic direction

Data:

We will use a combination of the following data sources;

- Internal Assessment Data - PLAN 2, Formative Assessment, Student Work Samples, PLP's, Student Goals,
- External Assessment data - NAPLAN, Scout Data, Check-In Assessments
- Teaching Programs
- Classroom Observations

Analysis:

Analysis will be embedded within the initiative through progress and implementation monitoring to determine to what extent the purpose has been achieved.

Implications:

What next, where do we go from here. What are the future directions and next steps?

Strategic Direction 2: Inclusion, wellbeing and engagement

Purpose

In order to ensure every student reaches their full potential, there will be a planned approach to developing whole school wellbeing practices that support high levels of inclusion, wellbeing and engagement.

Improvement measures

Target year: 2024

Increase Tell Them From Me (TTFM) data for advocacy, belonging and expectations for success from 83.8% to at least 88.3% (lower bound system negotiated target).

Target year: 2022

Increase the percentage of students attending school greater than 90% of the time from 85.8% to at least 88.2% (lower bound system negotiated target).

Initiatives

Wellbeing, Engagement and Inclusion

Embed a whole school approach to student wellbeing, engagement and inclusion, where there is a collective responsibility for student learning and success. This will be achieved by;

- Reviewing current wellbeing processes and the 'Fair Discipline and Effective Learning Procedures' and align with the Wellbeing Framework to establish focus areas around whole school wellbeing reform.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLP's..
- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) and regularly review strategies.
- Ensuring student goals for attendance and behaviour are set with plans for these focussing on parent collaboration and support of learning goals.
- Differentiated social and emotional learning (SEL) mapped across the school and taught by classroom teachers. Learning Support teachers deliver targeted SEL to groups of students
- Build individual and collective staff wellbeing through a climate of care and positivity. *Utilise Being Well (Department of Education initiative) to support staff*
- Introducing interest programs/clubs to assist with behaviour self regulation, engagement and attendance
- Ensuring a consistent approach to behaviour management across the school and providing professional learning to staff where necessary..
- A phased approach to implement the Student Behaviour Strategy and development of a school-wide system to create a positive, safe and supportive

Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex needs, behaviour difficulties and disabilities (Complex Trauma).

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Teachers, parents/carers and the community work as one to support consistent and systemic processes to ensure absences do not impact student learning outcomes. Attendance data is tracked closely and interventions in place for required students increasing overall student attendance.

Aboriginal and Torres Strait islander (ATSI) students attending school greater than 90% of the time.

Positive and respectful relationships are evident among students and staff, promoting student attendance and wellbeing, ensuring optimum learning conditions.

Reduce recorded red behaviours and suspensions relative to a determined two-year baseline of incident reports as at year end 2020.

Evaluation plan for this strategic direction

Question:

How can Culcairn Public School determine that the systems and processes for enhancing student wellbeing, engagement and inclusion have been successful? Has attendance improved? Are all students more engaged? Are students maximising their learning potential? Are students becoming more independent, responsible and self-regulated

Data:

Strategic Direction 2: Inclusion, wellbeing and engagement

Initiatives

school climate.

Trauma Informed Practice

Developing an understanding of dispositions, trauma informed practice and teaching with poverty in mind to develop the skills and expertise teachers need to support the wellbeing of all. This will be achieved by:

- Having a staff member train as a facilitator in Trauma Informed Practice - Foundation Course
 - Training all staff in Trauma Informed Practice- Foundation Course so as to better prepare staff to identify and assist students who have experienced trauma at some stage in their lives
 - Introduce technologies that help us monitor all students wellbeing, enabling us to provide appropriate support and interventions where required.
 - Support parents and carers through access to expertise and research contributing to the healthy development of students
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Evaluation plan for this strategic direction

The following data will be analysed for this strategic direction;

- Attendance Data
- Tell Them From Me Surveys - Student and parent
- Personalised Learning Plans (PLP's)
- Suspension Data
- Red Data (behavioural)
- Teaching Programs
- Student Learning Goals

Analysis:

The analysis will be embedded within the initiative through progress and implementation monitoring to determine to what extent the purpose has been achieved.

Implications:

What next, where do we go from here. What are the future directions and next steps?

Strategic Direction 3: Effective teaching through collaborative practices

Purpose

Teachers take collective responsibility to improve their teaching in order to improve student outcomes through shared practice and pedagogical change.

Improvement measures

Target year: 2024

All staff demonstrate increased capacity to embed and use explicit systems for collaboration and feedback to sustain quality teaching practice.

Target year: 2024

Staff Tell Them From Me (TTFM) data is 100% in the area of teacher collaboration.

Initiatives

Collaborative Practice

Continuous analysis of school-wide student assessment data identifies student achievements and progress, in order to reflect on teaching effectiveness, inform future school directions and improve consistency in teacher judgement. Strengthen evaluative culture by establishing regular reflective feedback of teaching and learning practices. Collaborative approaches are integrated and embedded in ongoing professional learning. A culture in which collaborative planning, reflection on instruction and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously improve their practice. Continuous collaboration and agile programming results in an explicit teaching approach to all subjects

Quality Teaching Rounds

QTR is recognised by the DoE as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

- Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QTM).
 - Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).
 - Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).
 - Teachers actively engage with the QTM throughout the teaching and learning cycle.
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Success criteria for this strategic direction

Valid and reliable assessment data is regularly collected, collectively monitored and deeply analysed in literacy and numeracy.

Assessment data is collected on a regular and planned basis, shared collaboratively and used to personalise classroom learning.

Teachers collaborate to share data, curriculum knowledge, feedback and other information about student progress and achievement to meet the learning needs of all students, reflect on teacher effectiveness and inform future school directions

Valid and consistent teacher judgement is evident across the school.

Teachers participate in peer observations with processes in place to test beliefs, test the efficacy of competing ideas and challenge beliefs.

The school uses embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice (QTR)

Teaching staff demonstrate and share their expertise within their school.

Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.

The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question:

How can Culcairn Public School determine that the systems and processes for enhancing teaching through collaborative practices have been successful? Are

Strategic Direction 3: Effective teaching through collaborative practices

Evaluation plan for this strategic direction

teachers collaborating and sharing data to differentiate and improve teaching practice? Are teachers able to demonstrate an increased capacity to embed and use explicit systems for collaboration and feedback to sustain quality teaching practice? How many teachers have engaged with the QTM? How effective has QTR been in fostering professional dialogue about improving teaching and learning?

Data:

The following data will be analysed for this strategic direction;

- student assessment data
- teaching programs
- professional learning data
- PLAN 2 Data
- De-identified lesson observations, TTFM survey data, student growth measures (PATs, NAPLAN, HSC, internal assessments, reading ages).
- QTR participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre & post QTR teacher surveys, focus groups.

Analysis

The analysis will be embedded within the initiative through progress and implementation monitoring to determine to what extent the purpose has been achieved.

Implications:

Include QTR and QTM in allocation of roles and responsibilities.

What next, where do we go from here. What are the future directions and next steps?