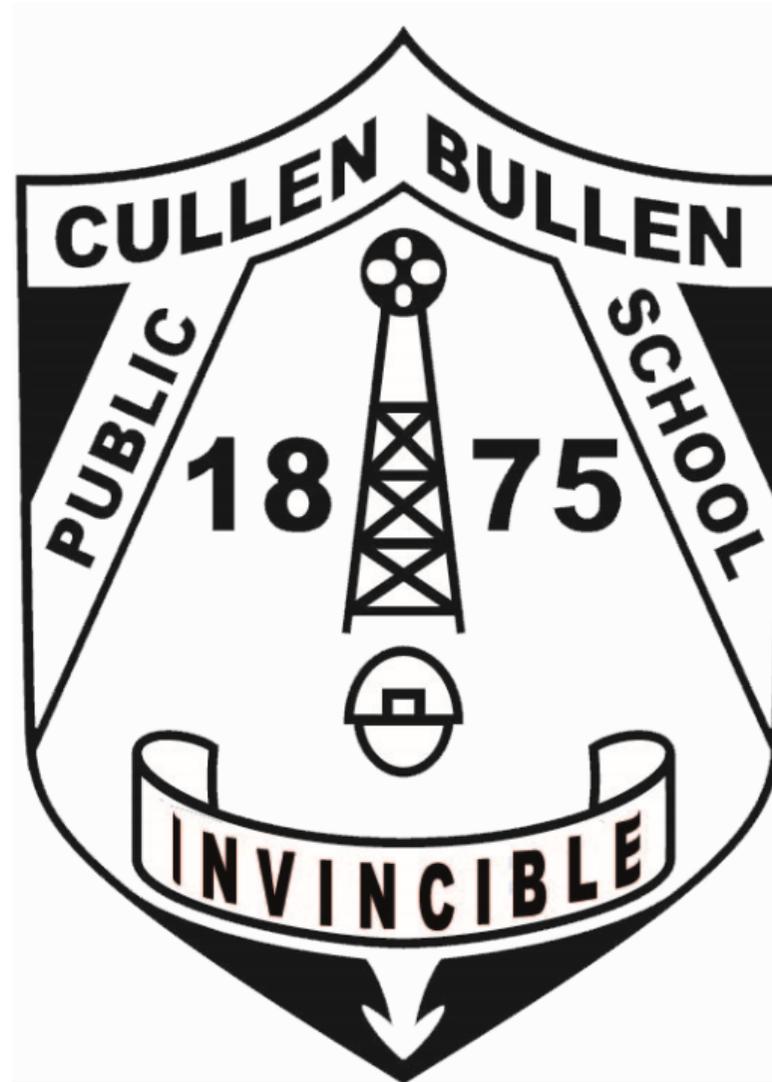


# Strategic Improvement Plan 2021-2024

## Cullen Bullen Public School 1700



# School vision and context

## School vision statement

The Cullen Bullen School community shares the belief that every student should be provided with opportunities to improve academically, socially, physically and morally. We support students to become safe, respectful and responsible individuals within a equitable and inclusive learning environment. At Cullen Bullen Public School, effective classroom practice is strongly aligned to research and evidence based practices for quality teaching and learning; with a clear commitment to ensuring that every student has strong foundations in literacy, numeracy and digital citizenship. Our vision is to empower students to become confident, creative, resilient, self-motivated and successful learners.

## School context

Cullen Bullen Public School is situated 25km north-west of Lithgow and belongs to the Lithgow network of schools. The school was established in 1875 and is central to a number of coal mines and related industries. With a current enrolment of 12 students, 25% Indigenous, Cullen Bullen Public School is a small inclusive school in which curriculum provision supports aspirational student learning and is enhanced by strong alliances with other schools.

The school is committed to building a culture of high expectations in which all staff demonstrate a personal and shared responsibility for continuous improvements in teaching, student wellbeing and engagement. Staffing is comprised of a teaching principal and a part time teacher, School Administration Manager, Student Learning and Support Officer and General Assistant.

A comprehensive situational analysis leading to External Validation in 2021 has led to the development of the Strategic Improvement Plan 2021-2024 which focuses on the following areas of improvement in leading, learning and teaching;

1. Explicit and systematic quality instruction in reading and numeracy
2. Instructional Leadership
3. Data to Inform Practice

To maximise the impact on student learning, the school will focus on quality explicit and systematic instruction of literacy and numeracy skills, data informed practice to improve teaching and facilitate intervention, and professional learning based on evidence based instructional strategies aligned to What Works Best.

All teachers work collaboratively to create innovative and engaging teaching programs that meet the needs of all students and curriculum, assessment and reporting requirements. Targeted interventions in literacy and numeracy are supported through the Early Action for Success initiative and Instructional Leader.

Co-designed Individual Student Learning Plans and personal learning goals support our commitment to reading and numeracy improvement for all students. Personalised Learning Pathway Plans support equitable and ongoing participation and improvement in outcomes for Aboriginal and Torres Strait Islander students.

To prepare young people to lead rewarding and productive lives in a complex and dynamic world, clearly defined behavioural expectations and social emotional learning are supported by the Positive Behaviour for Learning Program, Second Step Program and the PAX Good Behaviour Game.

The school is well resourced and has excellent facilities; including an outdoor learning space, tennis court, playground equipment, sandpit, vegetable gardens and a computer, laptop and iPad for every student. Extra-curricular opportunities in music, sport, science,

# School vision and context

## School vision statement

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## School context

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technology, and creative and performing arts, enable students to excel through a range of different experiences. The school promotes a comprehensive Birth to Kindergarten Pathways Program and Kindergarten Transition Program.

Parents/carers, staff, students and community members share a strong sense of belonging and take pride in the school and community. A small committed P&C committee operates in close partnership with the school and there is regular communication between home and school via weekly newsletters, the school website, Facebook, phone, and regular invitations to attend school events.

*We strive to build a culture of high expectations, innovation and excellence.*

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes in literacy and numeracy and to build strong foundations of success, we will develop and refine evidence-based and data driven teaching practices that are responsive to the learning needs of all students.

## Improvement measures

### Target year: 2022

#### System Negotiated Targets Top 2 Bands

An uplift of 4.3% from baseline achieving top 2 NAPLAN bands in reading.

An uplift of 6.4% from baseline achieving top 2 NAPLAN bands in numeracy.

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands for reading and numeracy by 20%.

### Target year: 2023

#### System Negotiated Targets Expected Growth

Improvement in the percentage of students by 5% achieving expected growth in NAPLAN Reading.

Increase the percentage of students by 3.5% achieving expected growth in NAPLAN in Numeracy.

Increase by 50% the percentage of Aboriginal students achieving expected growth in line with school targets.

### Target year: 2022

#### System Negotiated Targets - Attendance

Increase the percentage of students attending 90% of the time by 25% to be at 95%.

### Target year: 2022

## Initiatives

### Learning, Development and Effective Teaching Practice in Literacy

We will embed sustainable school processes for implementing effective classroom practice and explicit instruction in Literacy.

We will achieve this by:-

- Implementing an evidence based school wide approach to the explicit, systematic and effective teaching of reading to build skills in the components of reading so that all students across the full range of abilities achieve expected growth.
- Collaboratively planning and preparing cohesive sequences of lessons using syllabus indicators and the National Literacy Learning Progressions to build student understanding of literacy skills, concepts and content knowledge.
- Embedding explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-6 (instructional rounds) aligning professional practice to the Australian Professional Standards for Teachers.
- Provision of quality teaching and learning programs to show evidence of; revision based on feedback on teaching practices, consistent and reliable assessment and continuous tracking of student progress and achievement.
- Gradual Release of Responsibility Model.
- Ensuring our communities of practice focus on continuous improvement in teaching and learning inclusive of the Network Reading Strategy and Clarity.

### Learning, Development and Effective Teaching Practice in Numeracy

We will embed sustainable school processes for implementing the most effective explicit teaching methods in Numeracy.

## Success criteria for this strategic direction

### Learning, Development and Effective Teaching Practice in Literacy

- Teachers use effective research and evidence-based teaching methods to ensure that all lessons are systematically planned and collaboratively designed to optimise learning progress in reading and comprehension for all students across the full range of abilities.
- Teaching and learning programs are responsive to student needs and show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Professional learning builds a shared understanding of the most effective and explicit models of reading instruction; frameworks for understanding reading, the teaching and learning cycle, and the gradual release of responsibility.
- Effective assessment for, of, and as learning, learning intentions, success criteria, goal setting, descriptive feedback and peer and self-assessment is embedded practice.
- Data walls recording achievement of stage based syllabus outcomes and literacy progressions inform planning for individual student learning development, collaborative inquiry and discussion.

### Learning, Development and Effective Teaching Practice in Numeracy

- A whole school integrated approach to quality teaching, curriculum planning and assessment of Numeracy promotes learning excellence, student engagement and responsibility for learning.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- Learning Intentions, Success Criteria, and Feedback are embedded practice in all learning spaces across the school.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### School Identified Target for Value Add

Value Add shifts to an upward trend to Delivering for K-3 and 3-5 in Literacy and Numeracy.

All students K-2 will achieve expected growth per semester across National Literacy Progressions (Understanding Texts).

All students K-2 will achieve within the expected end of year National Numeracy Progressions (Additive and Multiplicative Strategies).

### Target year: 2022

In the Teaching Domain in the Australian Professional Standards for Teachers, there will be an improvement from delivering to sustaining and growing as measured by the School Excellence Framework.

## Initiatives

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We will achieve this by:

- Embedding an evidence based approach to the acquisition and application of facts, concepts, strategies and procedures to build number sense and increase students' knowledge, skills and understanding in Mathematics.
- Establishing and embedding a culture of agreed practices in the delivery of quality teaching in mathematics focused on the improvement of student outcomes.
- Reviewing teaching and learning programs so they feature high impact evidence based strategies and sequential lessons to develop students understanding and fluency with mathematical concepts and ideas.
- Facilitating evidence-based practice and instructional and observational rounds, to support quality teaching and build teacher expertise in using the Mathematics Syllabus, National Numeracy Learning Progressions and Numeracy skills Framework.
- Developing Teacher expertise in the analysis of data aligned to student progress and achievement to then inform point of need instruction and or intervention.
- Ensuring that assessment is an integral part of teaching and learning programs. (Sharrat 2019).

## Success criteria for this strategic direction

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- Data walls recording achievement of stage based outcomes for Numeracy Progressions indicating planning for individual student learning development.
- Teaching and learning programs in Numeracy show evidence of adjustments to address individual learning needs, ensuring all students are challenged and all adjustments lead to improved learning.
- All students articulate, understand, achieve and move beyond co-designed numeracy learning goals based on syllabus outcomes and Learning Progressions.

## Evaluation plan for this strategic direction

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

### Data

- External assessment; NAPLAN, Check in Assessment, Phonological Awareness Diagnostic assessment, Check In assessment data
- Internal assessment: Running Records, PLAN2
- SCOUT - Value Added data
- PLPs
- Student work samples
- SEF SAS
- Classroom observation and instructional rounds, records and documentation
- Lesson plans
- Teaching and Learning programs
- Staff meetings (e.g. minutes, agendas)

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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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The school will annually review progress towards the improvement measures and articulate how findings will be used to inform future directions.

# Strategic Direction 2: Educational Leadership

## Purpose

In order to sustain a culture of high performance, high expectations and continued improvement, we will lead and collaborate within and beyond educational communities of practice to improve teaching and learning and promote educational excellence.

## Improvement measures

### Target year: 2024

#### School Identified targets

As determined by the School Excellence Framework in the domain of Leading in "Educational Leadership" there will be an improvement from delivering to excelling.

As determined by the School Excellence Framework in the domain of Teaching "Learning and Development" there will be an improvement across the community of practice to excelling.

### Target year: 2024

As determined by the School Excellence Framework in the Teaching domain "Data Skills and Use" there will be an improvement from working towards delivering to excelling.

## Initiatives

### Instructional Leadership

Embed a culture of high performance and high expectations that drive continuous improvement.

This will be achieved by:

- Building performance and development processes and designing professional learning plans that are strategically aligned to school priorities and high impact leadership strategies which are executed with fidelity to strengthen teaching and learning practice and respond to student need.
- By facilitating professional dialogue, collaboration, classroom observation and modelling of effective practice.
- Building leadership capabilities and collective expertise across the community of practice so that every student makes measurable progress and gaps in student achievement decrease.
- Establishing whole school processes to embed self reflection, feedback and evaluation in teaching, learning and leading.

### Effective use of data to inform practice

Ensure effective assessment strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery.

We will achieve this by:

- Professional Learning in data literacy, data analysis and data use in teaching for all staff; linked to gap analysis.
- Using the Instructional Leader position to build teacher capabilities to use assessment for, of, and as learning, to differentiate curriculum, inform teaching and provide feedback so that learning leads to measurable improvement.
- Collaborating with staff across schools to refine assessment and data practices to drive ongoing

## Success criteria for this strategic direction

### Instructional Leadership

- The principal and instructional leadership team model a culture of high expectations; resulting in sustained and measurable whole school improvement.
- Strong collaboration within the school and across the Small Schools Community of Practice with a focus on distributed instructional leadership, mentoring and coaching and HIPL.
- The school uses explicit performance and development alliances to facilitate professional dialogue, model effective practice and provide feedback to drive continuous improvement in teaching and learning.
- All teachers maintain proficiency in the Australian Professional Standards for Teachers; with a focus on sustaining quality teaching practice, learning excellence and improving student outcomes.
- A strong school-based culture of professional learning produces positive substantial changes in student outcomes and supports teachers to incorporate professional development into their everyday work.

### Data Use

- All staff demonstrate expertise in data literacy and use data to inform practice.
- Consistent school wide practices for collecting assessment data is used to monitor, plan and report on student learning across the curriculum.
- Formative and summative assessment practices are used responsively as an integral part of classroom instruction.
- All staff contribute to monitoring of student progress and achievement and case management discussions to inform instruction and provide targeted tiered interventions.

# Strategic Direction 2: Educational Leadership

## Initiatives

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school wide improvement.

- Creating individual learning goals that are informed by analysis of internal and external student progress and achievement data.
  - Embedding the use of formative data collection and Literacy and Numeracy Progressions for goal setting; leading to explicit quality teaching practices.
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## Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and can demonstrate impact and improvement in instructional leadership, and data informed practice?

### Data

- Professional learning records
- PDPs
- PLAN2 data analysis
- Faces on the data/Data walks
- Frequency of, and attendance rates for, school events (i.e. NAIDOC Week, Harmony Day, Parent Teacher Interviews)
- Parent & Citizens (P&C) meetings minutes
- School social media platforms rates of engagement
- Use of QTSS funding
- 360-degree surveys

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

The school will annually review progress towards the improvement measures and articulate how findings will be used to inform future directions.