

Strategic Improvement Plan 2021-2024

Cumnock Public School 1707



School vision and context

School vision statement

At Cumnock Public School we 'Forever Strive' through partnerships with the community in an inclusive and supportive learning environment. We develop respectful, responsible and resilient achievers whose goal is excellence whilst being creative and future-focused. Students are our priority, and the school promotes an environment reflective of high expectations and personalised learning for all students.

School context

Cumnock Public is a small, rural school with 46 students situated in the heart of the state's Central West, 56 kilometres from the city of Orange. Currently, there are 13 % of students who identify as Aboriginal.

School enrolments have decreased over the past 5 years due to the profound impact of the drought. However, there has been a high level of resilience and collective commitment to rebuild the school community with the dedicated support of staff, parents and citizens of Cumnock. Students are engaged in diverse opportunities in learning and extra-curricular programs which foster a respect for the environment, enhance positive wellbeing, and are valued by the community for their innovative and forward-thinking practices.

Following the completion of the Situational Analysis, the school as a community has identified the following areas for improvement:

- Numeracy and reading progress is positive, however, further development in writing strategies and processes will continue. There will be an emphasis on embedding quality teaching practices across the school. Professional learning will be ongoing for staff, in using data and assessment to inform teaching with targeted and timely feedback and to ensure students achieve expected growth and outcomes specifically in reading and numeracy.
- Develop sustainable systems and practices to support the changing workforce and capacity of staff members. Building communities of understanding is required for shared, collaborative ideas for developing consistency of judgement and enhancing staff capabilities. There will be an ongoing focus on the implementation of the syllabus, best practice in programming and embedding the teaching and learning cycle effectively.
- Wellbeing continued to be an area of focus from the community and through student-voice. Empowering students to develop skills in resilience, goal setting and coping strategies were identified to maximise the learning opportunities for each student into the future. The collaborative partnership between the school community, families and wider community shall continue to promote a positive framework for the wellbeing and trajectory of students in their overall learning and academic achievement.

The school will maintain its strong culture which is based upon continuous improvement and quality service.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy through the development and delivery of consistent high-quality collaborative, reflective evidence-based teaching practices.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top two NAPLAN reading bands by 7.5%.

Increase the proportion of students achieving in the top two NAPLAN numeracy bands by 5.7%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 60 %.

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target baseline of 60%.

Initiatives

Data to inform practice

Establish and embed a school wide focus on the collection and analysis of data to monitor student learning and progress, identify student needs and inform teaching practice.

Develop staff capacity to analyse, interpret and use data to inform teaching practice through high level, research-based, ongoing professional learning.

Teachers will prepare for explicit teaching using a whole school strategy for reading and numeracy informed by data.

Embedding assessment and feedback practices

Develop effective school wide structures to embed high-quality assessment as an integral component of the teaching and learning cycle and provide students with timely and specific feedback about what they need to do to achieve growth as a learner.

Success criteria for this strategic direction

The school has systems to record, and teachers use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. *(SEF Assessment)*

Teachers have a sound understanding of student assessment and data concepts so they are able to analyse, interpret data and use this to inform planning, teaching and learning activities, identify interventions and extension opportunities for students in literacy and numeracy. *(SEF Data Skills and Use)*

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. *(SEF Effective classroom practices)*

Teachers ensure assessment is used flexibly and responsively as part of daily classroom instruction. The assessment is analysed and teachers respond to trends in student achievement, at individual, group and whole school levels. *(SEF Assessment Formative and Summative)*

Evaluation plan for this strategic direction

Q: To what extent has the explicit teaching and data-driven approach helped meet our student system targets for the top two bands in reading and numeracy?

Q: Is there a whole school approach to the collection and analysis of data to inform teaching practice?

Q: Has the whole school approach on assessment and feedback strategies been implemented consistently across classes to support improved learning outcomes in reading and numeracy?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future

Evaluation plan for this strategic direction

directions:

- 5 weekly data collections on Sentral
- Benchmark data
- Check in assessment
- NAPLAN
- SCOUT data
- Student reflections
- Feedback from parent/teacher/student
- School based evidence including feedback on teacher programs, staff reflections and professional learning reflection.
- A-E Reporting

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole school reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Empowered and Successful Learning Community

Purpose

Empowering the whole school community through collaborative and evidence-based teaching, learning and wellbeing practices to connect, succeed and thrive for continuous school improvement.

Improvement measures

Target year: 2022

Increase the proportion of students with attendance rate of 90% or more by 3% from the baseline of 77.84%

Target year: 2022

Increase the proportion of students in the Tell Them From Me Survey domains of *Positive sense of belonging*, *Advocacy at school* and *Expectations for success* to greater than 92% (*School identified target*)

Target year: 2024

Through the self-assessment process, the school determines that we are moving towards Excelling in the School Excellence Framework, Teaching domain of Learning and Development: Collaborative practice and feedback.

Initiatives

Collaboration

Teachers to engage in collaborative practices both within and across schools to identify and develop high-impact strategies to improve learning outcomes.

A whole school approach will be developed to support teachers to collaboratively implement evidence-based teaching practices, reflect on their teaching practices and student learning to achieve expected growth in literacy and numeracy.

Wellbeing for Success

Create a whole school approach to wellbeing through collaborative partnerships focussed on developing high expectations, student engagement and coping strategies to maximise student achievement.

Evidence-based practices that support student engagement and achievement will be embedded across the school, maximising learning opportunities for all.

Success criteria for this strategic direction

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, school-wide improvement in teaching practice and student results in literacy and numeracy. (*SEF Collaborative practice and feedback*)

The school engages in strong collaborations between parents, students and the community so that planning for learning is informed by sound holistic information about each student's wellbeing and learning needs. (*SEF Individual learning needs*)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning and achieve growth in literacy and numeracy. (*SEF A planned approach to wellbeing*)

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. (*SEF High Expectations*)

Evaluation plan for this strategic direction

Q: How have teaching skills in literacy and numeracy been enhanced through collaboration as measured by the SEF?

Q: Has a whole school approach been developed to support teachers to implement evidence-based teaching practices? Has the whole school system supported improved learning outcomes in literacy and numeracy?

Q: To what extent have the systems and processes for enhancing student wellbeing and engagement been successful?

Q: To what extent have the systems, processes and

Strategic Direction 2: Empowered and Successful Learning Community

Evaluation plan for this strategic direction

programs for enhancing student wellbeing and engagement been successful in approving attendance and Tell Them From Me data?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me data - student and parent satisfaction
- Student Wellbeing Officer/Chaplain data and support
- Incident and suspension reports
- Professional Learning feedback
- School, staff, student surveys
- Consistent teacher judgement collaborative work samples
- Staff observation feedback
- Program feedback, support and mentoring
- Performance Development Plan feedback
- Staff reflection on collaboration opportunities

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole school reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'