

# Strategic Improvement Plan 2021-2024

## Cundletown Public School 1708



# School vision and context

## School vision statement

At Cundletown Public School a committed collaborative education team strive to develop well-rounded, confident and self-directed learners who aspire to achieve their full potential in a complex and changing world. A welcoming, safe and supportive learning environment enables students to develop and value resilience, empathy, innovation, fairness, self-regulation and engagement in learning. In partnership with parents, carers and the wider community, Cundletown Public School promotes equity, excellence and opportunities for all students in an environment which promotes advocacy, a sense of belonging and high expectations.

## School context

Cundletown Public School is located north of Taree on the NSW Mid North Coast. It is the earliest established school in the area, opening in 1857, and celebrates an outstanding reputation within the Taree and Great Lakes districts. We promote a positive school culture of inclusion and connectedness, and are proudly known as 'The Caring School'. The enrolment of Cundletown Public School is stable and family orientated. The school enjoys strong support from and engagement with parents, carers, grandparents and the wider community. The school motto is "Learning for Life", aimed at producing challenged, engaged and inspired learners whose love of learning makes them learners for life, within a welcoming, safe and friendly environment.

The school consists of 13 classes with an enrolment of 321 students, 21% of whom identify as Aboriginal background. Cundletown Public School has a range of experienced and early career teachers. The school promotes the development of academic excellence, including support programs tailored to meet individual needs, and provision of opportunities to extend students. Our committed staff work collaboratively and engage in ongoing professional learning to maintain quality teaching practices enabling all students to connect, succeed and thrive.

The inclusion of extra-curricular opportunities is valued, including Triple C (performance band), choirs, dance, and representative sport. The school actively participates in the North Manning Community of Schools in partnership with Chatham High School. The school has an established culture that endorses high expectations and consistency in wellbeing, engagement and behaviour management. The success of past students is evident as they excel as leaders and academic achievers during their secondary schooling. The partnership between home and school is of significant importance at Cundletown Public School. Parents and carers engage in initiatives including classroom visits, information workshops, P&C activities, and parent volunteer programs.

The whole school community, involving students, staff and parents / carers were consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Thorough evaluation of the situational analysis, the school acknowledged and recognised effective practices and identified areas for further school improvement.

Teachers will continue to work collaboratively to develop and refine evidence-based teaching practices that are responsive to the learning needs of our students to maximise learning outcomes, particularly in literacy and numeracy. Assessment for, of and as learning will be an integral component of all literacy and numeracy programs. The school will focus on improving the structures and processes for the collection, monitoring and analysis of school-wide data to identify strategic priorities, and develop plans for continuous improvement which reflect research on best practice. Staff will use school-wide student assessment data regularly to identify student achievements and progress at individual, group and whole school levels, in order to reflect on teaching effectiveness and inform future school directions.

The school will use a strategic and planned approach to develop whole school processes that supports the wellbeing of all students so they can connect, succeed, thrive and learn. A

# School vision and context

## School vision statement

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## School context

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deeper understanding of effective feedback and improvements in soliciting and addressing feedback from students, staff, parents and the broader school community will inform teaching and drive school improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in reading and numeracy and build foundations for academic success the school will further develop and refine evidence-based teaching practices that are responsive to the learning needs of our students.

## Improvement measures

### Target year: 2022

- Increase the percentage of students achieving in the top 2 bands in NAPLAN reading from 28% to be at or above the school's lower band system-negotiated target of 34.8%.
- Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading to 57.1%.
- Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy from 19.5% to be at or above the school's lower band system-negotiated target of 26.2%.
- Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN numeracy to 58.9%.

### Target year: 2023

- Increase the proportion of students achieving expected growth in NAPLAN reading to be between the school's lower band system-negotiated target (66.7%) and the school's upper band system-negotiated target (71.7%).
- Increase the proportion of students achieving expected growth in NAPLAN numeracy to be between the school's lower band system-negotiated target (70.6%) and the school's upper band system-negotiated target (75.6%).

## Initiatives

### Planning for and monitoring of student progress

Embed a learning culture that enables effective strategies and processes for data analysis and reflection to be used for responsive curriculum delivery. This will be achieved by:

- Establishing embedded and explicit systems that facilitate a whole school approach to stage-based planning, programming, assessment, moderation and monitoring of student progress in reading, writing and numeracy.
- Embed assessment for, of and as learning as an integral component of all literacy and numeracy programs. Assessment will be used to provide students with meaningful feedback on a continuous basis. Teachers will become proficient in eliciting feedback from students to guide lesson planning and explicit teaching.
- The school will promote the use of professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This will refine and sustain quality teaching practice and promote student improvement.
- Professional learning based on What Works Best practices will develop high performing teachers whose capacities are continually built to ensure every student experiences high-quality teaching. The leadership team will continually monitor the impact of programs and approaches used by teachers.

### Improving Literacy and Numeracy K-6

Ensure all teachers operate with the deep understanding of and deliver quality teaching practices in literacy and numeracy. The school will continue to improve literacy and numeracy outcomes for students K-6 by:

- Developing evidence-based practices which include early intervention; knowing what students can do and targeting teaching accordingly; having clear and transparent learning goals and focusing on teacher

## Success criteria for this strategic direction

Evidence collected and data analysed validates that:

- Teaching and learning programs promote revision based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, prioritizing evidence-based strategies.
- All teachers understand and explicitly teach literacy and numeracy to all students at all levels of achievement.
- The school community demonstrates high expectations of learning progress and achievement of all students, with the identification of expected growth in literacy and numeracy for each student.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of establishing collaborative evidence-based professional learning for teachers on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

**Data:** The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of the strategic direction. The following data will be analysed to guide the future direction of the school:

- NAPLAN data
- PAT Reading and PAT Maths data: Years 2-6
- Reading levels: K-6
- SENA 1 & 2 data
- Leadership team will ensure on-going analysis of teaching programs and classroom observations
- TTFM student, parent and staff data

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Target year: 2024

- Increase the proportion of students K-2 achieving at or above expected benchmark in *Schedule for Early Number Assessment* (SENA) from baseline 41.3% to at or above 60.5%.
- Increase the proportion of students Years 2-6 achieving at or above expected stanine level in PAT Maths from baseline 46.6% to at or above 68.2%.
- Increase the proportion of students Years 2-6 achieving at or above expected stanine level in PAT Reading from baseline 45.1% to at or above 66.03%.
- Increase in the proportion of students K-6 achieving at or above the expected reading level from baseline 44.8% to at or above 65.6%.
- **School Excellence Framework**

School self-assessment and external validation against the School Excellence Framework improves in the *Professional Standards* element theme of; Literacy and Numeracy from *Sustaining and Growing* to validated as *Excelling*.

## Initiatives

- professional learning that improves the teaching of literacy and numeracy.
- Adopting a consistent whole school approach to ensure the most effective evidence-based and research-based teaching methods optimise learning progress in literacy and numeracy for all students, across a full range of abilities. Effective methods will be identified, promoted and modelled. Students' learning will be monitored and data will be tracked to demonstrate growth in literacy and numeracy.
- Establishing processes and practices to enable teaching staff the opportunity to demonstrate and share their expertise in the teaching of literacy and numeracy. The school will continue to trial innovative practices and will devise processes to evaluate, refine and scale success.
- Developing students learning ability to equip them with the knowledge, skills and understanding to empower them to be active participants in the learning process through Visible Learning practices including Structure of Observed Learning Outcome (SOLO) components and the use of Learning Intentions and Success Criteria (LISC).

## Evaluation plan for this strategic direction

- Student work samples: K-6

### Analysis:

- Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.
- Regular review of these data sources embedded in the initiatives to provide clarity around whether the school is on track to achieving intended improvement measures.
- Effective teaching practices are identified, developed and embedded and are aligned to best practice sort from research and impact on student outcomes.
- Regular discussions around the School Excellence Framework elements and themes.
- Executive and Stage teams engaged in reflective sessions. around assessment, teaching practice and the impact on student achievement.

### Implications:

Rigorous analysis of the data to determine the ongoing impact on teaching practice and student performance. It will guide both the ongoing implementation of initiatives as well as future school planning to provide continuous improvement, ensuring students reading, writing and numeracy outcomes improve.

# Strategic Direction 2: Data and its use

## Purpose

To use school-wide student assessment data regularly to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

## Improvement measures

### Target year: 2024

- **School Excellence Framework**

School self-assessment and external validation against the School Excellence Framework improves in the *Data Skills & Use* element theme of; 'Data Analysis' from *Sustaining and Growing* to validated as *Excelling*.

### Target year: 2024

- **School Excellence Framework**

School self-assessment and external validation against the School Excellence Framework improves in the *Data Skills & Use* element theme of; 'Data Use in Teaching' from *Sustaining and Growing* to validated as *Excelling*.

### Target year: 2024

- **School Excellence Framework**

School self-assessment and external validation against the School Excellence Framework improves in the *Effective Classroom Practice* element theme of; 'Feedback' from *Delivering* to validated as *Excelling*.

## Initiatives

### Use of data to inform practice

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions aligned to What Work Best. To achieve the improvement measures the school will:

- Strategically plan for and implement explicit school-wide practices and processes to ensure all teachers have a sound understanding of student assessment and data concepts.
- Embed data informed formative assessment practices as an integral part of daily instruction. Through high impact professional learning and collaborative practices, teachers will clearly understand, develop and apply a full range of assessment strategies - *assessment for learning, assessment as learning and assessment of learning*. Staff will analyse, interpret and extrapolate data and use this to inform planning, identify interventions and reflect and modify teaching practice.
- Establish a *Data Team* to evaluate and triangulate whole-school internal and external data sources and report on school performance based on valid and reliable data. This will be achieved by analysing student progress, examining growth over time, reporting on student achievement and recommending future directions based on findings.
- Develop student learning goals informed by analysis of internal and external progress and achievement data. Progress towards goals will be monitored through the collection of quality, valid and reliable data.
- Collaborate with the school community to use school progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented will reflect research on best practice and will include ongoing monitoring of success.

## Assessment

## Success criteria for this strategic direction

Student assessment data is regularly used school-wide to identify student achievement and progress, this will be demonstrated as:

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

## Evaluation plan for this strategic direction

**Question:** Has school-wide student assessment data been used regularly to identify student achievements and progress? Has the data been used to reflect on teaching effectiveness and inform future school directions.?

**Data:** School-wide use data will be analyse including:

- Planned interviews
- Focus groups
- Surveys

## Initiatives

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School-wide practices for assessment will be used to monitor, plan and report on student learning. This will be achieved as the school will:

- Evaluate assessment data to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. Assessment will be used flexibly and responsively as an integral part of daily classroom instruction.
  - Implement formative assessment which will be practised expertly by teachers and will embed the five elements of effective assessment: learning intentions, success criteria, explicit descriptive feedback, peer and self-assessment and goal-setting.
  - Analyse whole school assessment data enabling teachers to respond to trends in student achievement at individual, group and whole school levels.
  - Embed school-wide practices and processes to ensure students and parents understand the assessment approaches used in the school and their benefits for learning.
  - Respond to feedback from students and teachers about learning derived from assessments to inform effective teaching practices.
  - Analyse summative assessment data to identify learning progress of individual students and cohorts. Teachers will use summative data to identify student learning and validate formative assessment practices.
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## Evaluation plan for this strategic direction

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- Observations
- Student data, particularly in reading and numeracy
- Tell Them From Me (TTFM) survey data
- Programs focusing on assessment LISC and SOLO components
- Internal data - including grade based assessments, reading levels, attendance rates, SCOUT data, SENA
- External data - including NAPLAN, Progressive Achievement Tests in Mathematics (PAT Maths), Progressive Achievement Tests in Reading (PAT Reading)

### Analysis:

Regular review and analysis of data sources will provide clarity around:

- What data is being collected
- How data is being used to inform teaching
- How student progress is being tracked
- Effectiveness of planned professional learning
- The degree of teacher expertise in using the five elements of effective assessment practice
- Future school-wide directions in assessment and the use of data to inform practice.

### Implications:

Data use will be embedded within a whole-school framework by ensuring there is a school-wide plan to collect robust evidence of student learning and use that data to target teaching and track student progress over time.

# Strategic Direction 3: Wellbeing and Engagement

## Purpose

To use a strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement measures

### Target year: 2022

- Increase the percentage of students attending school more than 90% of the time to be above the school's lower band system-negotiated target of 78.2%.
- Increase the percentage of students with a positive wellbeing indicated through the Tell Them From Me (TTFM) survey data, to be above the school's lower band system-negotiated target of 92.1%.

### Target year: 2024

- **School Excellence Framework**

School self-assessment and external validation against the School Excellence Framework improves in the *Learning Culture* element theme of; 'Attendance' from *Sustaining and Growing* to validated as *Excelling*.

- **School Excellence Framework**

School self-assessment and external validation against the School Excellence Framework improves in the *Wellbeing* element theme of; 'A Planned Approach to Wellbeing' from *Sustaining and Growing* to validated as *Excelling*.

## Initiatives

### Engage for success

The school will strategically plan for and implement whole-school practices and processes committed to the pursuit of excellence. These will lead to improvements in wellbeing and engagement to support the achievement of all students. This is aligned to What Works Best where the evidence shows that higher levels of wellbeing are linked to higher academic achievement. To improve wellbeing the school will:

- Establish effective partnerships in learning with parents/carers and students, promoting conditions to inspire students to deliver their best and continually improve.
- Develop and implement changes to whole school practices based on evidence, resulting in measurable improvements to support the wellbeing of students so they can connect, succeed, thrive and learn.
- Develop a school-wide and collective responsibility for student learning and success, which is shared by parents and students.
- Plan for learning which is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Develop best practice and evidence based processes to ensure that positive, respectful relationships are evident and widespread among students and staff, promoting student wellbeing and ensuring optimum conditions for student learning K-6.

### Every day counts

The school will strategically plan consistent and systematic processes to enable teachers, parents and the community to work together to ensure student absences do not impact on learning outcomes. To achieve the improvement measures for attendance the school will:

- Establish programs and initiatives building in

## Success criteria for this strategic direction

A strategic and planned approach to developing whole school wellbeing processes that support the wellbeing of all students. Positive wellbeing and engagement will be supported by:

- Implementation of evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- School-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Students K-6 demonstrate the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, health and safety.

## Evaluation plan for this strategic direction

**Question:** Has the strategic and planned approach to develop whole school wellbeing processes enabled students to connect, succeed, thrive and learn?

**Data:** The school will use the following data sources to regularly monitor and analyse the effectiveness of the initiatives around the positive wellbeing and engagement of students:

- Sentral data (behaviour, wellbeing, communication with parents)
- SCOUT data on attendance



# Strategic Direction 3: Wellbeing and Engagement

## Initiatives

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- teachers, parents and students a deep understanding of the relationship between attendance and achievement.
- Develop a school-wide appreciation that all absences count and academic success is correlated to high attendance rates. Establish a school culture that supports and is committed to the belief that "Every day counts and there is no safe threshold for absences" - Hancock et al., 2013.
  - Create a welcoming school environment, promoting positive attendance habits and tailoring early and individualised interventions to address problematic absenteeism.
  - Establish processes and procedures to track and monitor attendance.
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## Evaluation plan for this strategic direction

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- Meeting minutes (evidence of student wellbeing / attendance)
- Surveys (Tell Them From Me (TTFM) & rubric evaluation)
- Focus groups
- Classroom teaching and learning programs
- School policy
- Newsletters
- Playground incident folder

### Analysis:

Ongoing analysis of wellbeing and attendance data is embedded within the initiatives. through progress and implementation monitoring. Annual collection and analysis of data will determine areas in wellbeing that are improving and areas that require modification.

- Collection and analysis of SCOUT attendance data on a term basis
- Annual collection and analysis of data collected through surveys (TTFM) and focus groups (students, teachers and parents) of wellbeing and attendance practices and processes.

### Implication:

Findings from the analysis of internal and external data will inform future directions and enable evaluation of existing initiatives and programs. Student, parent and teacher voice will identify areas of success and areas for improvement.