

Strategic Improvement Plan 2021-2025

Curlewis Public School 1712



School vision and context

School vision statement

Curlewis Public School's vision is to provide high quality inclusive educational experiences that allow all students to reach their full potential. At Curlewis Public School every student is known, valued and cared for.

School context

Curlewis Public School (CPS) is a K-6 co-educational school. Our school is well resourced and is set in spacious grounds within the rural village of Curlewis. The nearest regional centre is the township of Gunnedah, located 19 kilometres to the North on the Oxley Highway.

In 2022, Curlewis Public School had a student population of 76. This number has steadily increased over the past 5 years. It is predicted that student enrolments will remain consistent for the next 3 years. Of these enrollments; 52% of students identify as Aboriginal, 7% are English As a Second Language (ESL) and 30% travel to school from Gunnedah. In the current 2021 cohort, 57% of students commenced Kindergarten at CPS and 43% enrolled at a later stage.

Students at Curlewis Public School have continued to perform well in NAPLAN in reading and writing with both Year 3 and Year 5 making expected growth and attaining scores above similar schools. Students are currently not making the same growth in Mathematics, particularly from Year 3 to Year 5. Curlewis Public School has met the NAPLAN Top 2 bands in both Reading and Numeracy and is close to meeting the Value Add (3-5) target.

Attendance at Curlewis Public School has been consistent over the past 3 years with an average of 93%. Our Aboriginal student attendance is on par with our overall attendance. School suspension rates have significantly decreased over the past 5 years.

Our school continues to receive a significant boost in funding through the Resource Allocation Model as a result of our Aboriginal enrolment numbers and the school's family occupation and education Index (FOEI) level of 150, which is above the average of 100, thus indicating a high level of socio-economic disadvantage. Our FOEI has however, decreased over the past 3 years.

Curlewis Public School has a diverse range of staff. All teachers participate in weekly professional learning and are part of the educational leadership team. The staff have remained consistent over the past 2 years. It is predicted that staff will remain consistent in 2021. Our staff are focused on delivering best practice teaching, continually refining their skills to meet the current needs of students.

Curlewis Public School has a strong focus on student well-being. Our school values are respect, responsibility and do your best. A chaplain is currently employed 2 days a week and runs Rock and Water with K-6 and BRAVE with Year 6 students. The Resilience Project; Gratitude, Empathy and Mindfulness is also a major program to support student well-being. In 2022 Aboriginal funds will be used to employ an Aboriginal Education Officer 1 day a week.

Through our situational analysis, we have identified the need to use data driven practices to ensure all students access point of need learning opportunities. Assessment and differentiation have been identified as key initiatives to ensure point of need teaching. Through NAPLAN and school based assessment we have identified system-negotiated target areas in Reading and Numeracy. Our situational analysis also highlighted the

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importance of creating systems to better support community and student well-being. Student and community hubs have been identified as key initiatives for this focus.

Strategic Direction 1: Student growth and attainment

Purpose

We will focus on embedding individual learning needs and enhancing student engagement to create a learning culture of high success that will result in an increase in student growth and attainment in reading, writing and numeracy.

Teachers will work collaboratively to enhance classroom practices and teaching and learning programs, through the effective use of data, feedback and assessment that will result in whole school quality and explicit teaching practices.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Focus on Students and Teaching

Embed explicit whole school systems that ensure all students are learning at point of need in literacy and numeracy. This will be achieved through the:

- A: Review current assessment & data collection systems and make changes where necessary to ensure all lessons are differentiated to point of need based on data and assessment.
- B: Review current practices in teaching Mathematics, Writing and Reading (comprehension) and update where necessary to ensure best practices - research based - are embedded across the school to ensure teaching reflects curriculum & progressions.

Establish systems where teachers utilise quality and explicit, research-based pedagogies in literacy and numeracy to ensure all students are provided with quality learning experiences. This will be achieved through:

- C: Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity in teaching literacy and numeracy and to use data to inform their teaching practice and improve student achievement.
- D: Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices in literacy and numeracy (Quality Teaching rounds)

Success criteria for this strategic direction

LEARNING DOMAIN:

High Expectations: The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Individual Learning Needs: There is 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.

Differentiation: Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Assessment: Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Student Growth: Students are aware of - and most are showing - expected growth on internal school progress and achievement data.

TEACHING DOMAIN:

Data Use in Teaching: 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.

Collaborative Practice and Feedback: Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes are enhancing student growth and attainment have been successful?

Data:

- NAPLAN/Best Start/Check in Assessment
- Individual Education Plans (IEPS)/ Personal Learning Pathways (PLPS)
- School Excellence Frame Work (SEF)
- School based assessments

Analysis:

- Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

- What are the implications for our work? Future directions and next steps.

Strategic Direction 2: Student and Community Wellbeing

Purpose

Will focus on embedding a whole-school approach to student well-being and engagement where there is a collective responsibility for student learning, behaviour, well-being and success.

We will focus on creating a culture where families and the school share responsibility for student learning and well-being. We will work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs, and build on families' capacity to support learning at home.

Improvement measures

Wellbeing

Achieve by year: 2023

TTFM Survey Advocacy at school: improvement in the percentage of student reporting positive outcomes to be at or above state average (2020 84%)

School Assessment Tool: Connect learning at home and at school

Achieve by year: 2023

School Assessment Tool: Connect learning at home and at school

- Developing or Excelling in all areas of the connect learning at home and school domain.

Attendance (>90%)

Achieve by year: 2023

90% of students attending >90% of the time

Initiatives

Whole School wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning, behaviour, wellbeing and success.

This will be achieved through:

- **A:** 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 IEPs.
- **B:** Review and monitor the school values systems to identify best practice in reengaging all primary students. The focus will be on building respect, increasing positive incidents and decreasing negative ones. A teacher will be nominated to run the school values to ensure they continue to be business as usual.
- Create a culture where families and the school share responsibility for student learning and well-being. We work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs, and build on families' capacity to support learning at home. This will be achieved through:
 - **C:** Establishing deeper connections between learning at home and learning at school through planned learning events.
 - **D:** Establishing a community hub with the school. An informal space where parents can access internet, meet for a yarn and liaise with external service providers.
 - **E:** Providing multiple opportunities for all families and teachers to discuss students social and academic progress in both formal and informal settings.

Focus on Parents

Create a culture where families and the school share responsibility for student learning and well-being. We

Success criteria for this strategic direction

Planned Approach to Student Wellbeing: The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Behaviour: 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.

Parent Engagement: Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Community Engagement: The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Community Satisfaction: The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes are enhancing student and community well-being?

Data:

- Tell Them From Me (TTFM)
- The Resilience Project Student Survey
- SEF
- Parent Surveys
- Community participation
- Behaviour Data

Strategic Direction 2: Student and Community Wellbeing

Initiatives

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Evaluation plan for this strategic direction

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implementation: What are the implications for our work? Future directions and next steps.