

Strategic Improvement Plan 2021-2024

Carramar Public School 3328



School vision and context

School vision statement

We are a caring, innovative and collaborative learning community that embraces diversity. We have high expectations to ensure students are empowered to reach their potential. We are committed to providing quality learning opportunities that motivate, engage and inspire learners to take responsibility for their learning.

School context

Carramar PS is in the Auburn Network of schools and has an enrolment of 220 students. Approximately 79% of the students are from LBOTE including a number of new arrival and refugee students. Arabic 25%, Vietnamese (9%) and other Asian languages are the dominant groups, with Samoan and a small number of African groups also represented. A small number of students (2%) identify as being from an Aboriginal or Torres Strait Islander background. Currently half of our staff are New Scheme Teachers. There has been some in area, local development and construction of apartments which is projected to impact and increase student numbers in the next one to three years. Local council re-zoning will continue to impact and increase student enrolment numbers beyond the three year period. The school is well resourced and can accommodate the provision of classrooms required for such growth.

Our school employs a Community Liaison Officer 3 days a week. This role focusses on encouraging our parents/carers to become involved in the life of the school and become an active partner in their child's schooling. This role also supports community wellbeing and builds life experiences for students by coordinating programs including: Breakfast Club, Parent Cooking Club, Bike Riding and Community Playgroup.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that it builds upon the work undertaken in the previous school planning cycle around independent and active learners, exemplary classroom practitioners with high level professional expertise, and informed and engaged parents with strong home partnerships. The three new directions contain a similar theme and approach with the goal to build and extend on the traction and progress already made. We will continue to use data driven practices that ensure all students have access to stage appropriate learning.

Our school is committed to optimising student engagement and implementing innovative learning practices and skills. As an Early Action for Success (EaFS) school, an Instructional Leader Numeracy and Literacy is appointed to work directly with teachers in K-2. This role is currently a shared role with each leader responsible for one area of literacy or numeracy. A school funded interventionist and the use of other support staff will support the improvement strategies and practices. To support the 3-6 grades and extend the Instructional Leadership model, a Curriculum Coordinator for Stage 2 and Stage 3 both work 2.5 days a week to establish and support teachers and students. Through the delivery of high quality professional learning and hands-on instructional leadership, K-6 teachers will be supported in the effective use of data to drive teaching and learning programs, ensuring personalised learning students. Interventionist strategies and practices are utilised to support tiered interventions, focused on progressing all students from their current levels of achievement.

Led by the Curriculum Coordinators, Instructional Leaders and the Interventionist, quality summative and formative assessment tasks and data collection practices will be a focus to ensure that teachers are gathering data and that they are developing greater consistency of judgement across grades. This process will be aligned to effective teacher feedback. Work with individual students will be responsive and closely monitored. Individual and targeted

School vision and context

School vision statement

School context

support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of the support structures and programmes put in place . The support structures in place will ensure that we identify students who need intervention and identify the students not showing the desired growth, this will enable their inclusion in a support program. Continual monitoring of student performance data will determine areas of need and success, this will be reflected in our evaluations and will guide the where to next.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

An uplift from baseline of 7.2% in the number of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy.

Target year: 2022

An uplift from baseline of 7.2% in the number of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading.

Target year: 2023

An uplift of 7.9% in the number of Year 3 and 5 students achieving expected growth in the top two bands in NAPLAN Numeracy.

Target year: 2023

An uplift of 7.2% in the number of Year 3 and 5 students achieving expected growth in the top two bands in NAPLAN Reading.

Target year: 2024

SEF statistics indicate 'Excelling' in the element *Student Engagement*.

Target year: 2024

SEF statistics indicate 'Excelling' in the element *Student Growth*.

Initiatives

Data skills and use

Build teacher capacity to ensure data collection is used to differentiate curriculum and inform teaching so that learning is maximised for all.

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Instructional Leader and Curriculum Coordinator positions to work with teachers using PLAN2 data and school assessment folders to track and monitor student progress and design future learning on a whole class, group and individual level.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Instructional Leadership

A pedagogical base for whole school teaching and learning that improves K-6 Literacy and Numeracy outcomes.

- Establish and use Instructional Leader and Curriculum Co-ordinator positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Use lesson Study's and co-planning and co-teaching cycles used to target explicit teaching and quality pedagogical practices to improve teacher judgement and align whole school teaching practice and staff professional growth.

Success criteria for this strategic direction

- Assessment data is collected in reading, writing and numeracy twice a term and entered onto PLAN2.
- Evidence of student growth in PLAN2 Literacy and Numeracy data.
- All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy Progressions.
- Ongoing teacher professional development is delivered under the Instructional Leadership model as co-planning and co-teaching cycles to ensure the continuous improvement of teaching and learning.
- Evidence of differentiation in teaching and learning programs that reflect student data.

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student Literacy and Numeracy outcomes have been successful?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- NAPLAN data
- Scout data
- Student work samples
- Student PLPs
- Student progress and growth tracked and monitored against progressions and syllabus standards using PLAN2
- Teaching programs show evidence of data informed classroom practices with ongoing adjustments

Strategic Direction 1: Student growth and attainment

Initiatives

- The design and implementation of school systems and processes to embed the practice of ongoing data collection and planning cycles, to occur across the school twice each term.
-

Evaluation plan for this strategic direction

Analysis:

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

Impact:

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

Strategic Direction 2: Excellence in teaching.

Purpose

Teachers will develop and demonstrate high levels of professionalism and commitment while working individually and collaboratively to evaluate the effectiveness of teaching practices. Teachers will take shared responsibility for student improvement and contribute to the learning culture of the school.

Improvement measures

Target year: 2024

An increase in the percentage of teachers identifying as achieving Best Practice in Effective Feedback with an uplift of 10% from baseline What Works Best Toolkit Data.

Target year: 2024

An uplift of 2 points in the dimension of Quality Feedback from Tell Them From Me Teacher Survey baseline data.

Target year: 2024

SEF Teaching Domain Effective Classroom Practice - Feedback: Excelling

SEF Learning Domain Assessment - Student Engagement: Excelling

Initiatives

Knowing and implementing best feedback practices

- Whole school PL around evidence based feedback practices that can be used as part of the triangulation of evidence collected to inform teaching and learning cycles
- Whole school systems established for staff to establish and conference with students on learning goals.
- Whole school tracking systems developed that can be used as a tool for setting learning goals and to guide conversations around tracking student progress and growth.

A culture of personalised, self-directed learning

- Formative assessment practices, such as individual Learning Intentions and Success Criteria, embedded into daily instruction in every classroom in Literacy and Numeracy lessons
- Explicit instruction given to students to develop the skills to identify and monitor their own learning goals
- Classroom systems established and monitored to ensure students receive feedback on their learning
- Tracking systems established and visible in classrooms to monitor and record student learning related to success criteria
- Systems established to ensure feedback from students is recorded and used to inform further teaching

Success criteria for this strategic direction

- All students can articulate, understand and know when they have achieved their literacy and numeracy learning goals
- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- Embedded practice of Learning Intentions exhibited in all classrooms with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals.
- Established feedback practices in place and implemented

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for evaluating and enhancing teacher practice and learning culture have been successful?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- Student, staff and community feedback
- What Works Best data
- Tell Them From Me Survey Data.
- Student work samples demonstrate personalised learning goals and success criteria that build on prior learning
- Student voice evident in goal setting and PLPs
- Data from tracking systems recorded and analysed
- Observations and feedback conversations recorded

Strategic Direction 2: Excellence in teaching.

Evaluation plan for this strategic direction

and evidence of results being used in future lessons

- Repeat teacher and student surveys from 2020 and compare changes and growth from results

Analysis:

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

Impact:

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

Strategic Direction 3: Effective wellbeing practices that support student learning.

Purpose

To ensure high levels of student wellbeing and engagement there will be a strategic approach to creating an effective environment for learning where students feel known, valued and cared for, with a school wide collective responsibility for student learning and wellbeing.

Improvement measures

Target year: 2022

- An increase in the percentage of students experiencing positive wellbeing at school with an uplift of 3.6% from baseline TTFM Data.

Target year: 2022

- An increase in the percentage of students attending at or above 90% of the time with an uplift of 3.3% from baseline data.

Target year: 2024

- An increase in the percentage of students consistently displaying positive behaviour in line with the school values by an uplift of 6% from by EBS4 baseline data as at end of 2020..

Target year: 2024

- SEF Learning Culture - Attendance, Transitions and High Expectations from Sustaining and Growing to Excelling.
- SEF Wellbeing - Caring for students, A planned approach to Wellbeing, Individual Learning Needs and behaviour from Sustaining and Growing to Excelling.

Initiatives

Whole school approach to wellbeing

Embed a whole school approach to student wellbeing where there is a collective responsibility for student wellbeing, student learning and success. This will be achieved through:

- Review current wellbeing processes and their alignment to TTFM data and the What Works Best toolkit data to establish focus areas around whole school wellbeing reform.
- Ongoing Professional Learning in effective wellbeing strategies, particularly those that promote self regulation and resilience, and embedding these strategies into school culture through explicit teaching and making direct links to our school PBL values.
- Playground initiatives including the provision of additional play resources, strategic implementation and facilitation of interest groups and SLSO playground support to promote positive, respectful relationships among students and staff.
- Embed improved processes for effective identification of early signs of student disengagement including monitoring, analysing and evaluating attendance, behaviour, wellbeing and learning data evidenced through regularly updated Personalised Learning and Support Plans.

Whole school approach to Improving Learning Culture

- Refine Learning Support processes to strengthen parent/carer consultation around Individual Learning Plans, Behaviour Plans and Personalised Learning Pathways to promote collective responsibility for student success.
- Demonstrate our commitment to the Walking Together Working Together Partnership agreement through greater consultation with Aboriginal Education Consultative Group (AECG) and Aboriginal Learning and Wellbeing Advisor (ALWA)

Success criteria for this strategic direction

- Regular and ongoing planning monitoring and evaluation of the whole school approach to wellbeing and engagement.
- Teachers demonstrate increased expertise in effective classroom management to provide optimum conditions for learning.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations. and strategies to promote resilience and self regulation.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Highly effective Learning and Support processes guide and assist teachers and parents in actively supporting students.
- Transition programs and initiatives are tailored to support the individual needs of students and parents.
- School wide practices reflect the school's commitment to Aboriginal Education. and demonstrates increased understanding of the identity, culture, heritage and languages of Aboriginal students.

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

The following data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

Strategic Direction 3: Effective wellbeing practices that support student learning.

Initiatives

- and the Aboriginal Community Liaison Officer (ACLO), ongoing staff PL around Aboriginal Education, PLPs for all Aboriginal students are developed and implemented in consultation with students, parents/carers.
- Engage in strong collaborations between parents, students and the community that inform and support continuity of learning, engagement and wellbeing at key transition points.
 - Embed consistent and systematic processes supported by teachers and parents to ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

- TTFM Survey Data from staff, students and parents.
- Parent/carers attendance data and feedback from school events such as Three Way Conferences, Parent Workshops, Open Classrooms etc.)
- ILPs
- Personal Attendance Plans.
- What Works Best Toolkit pre and post reflection data.
- EBS4 behaviour data
- Suspension data
- Interest group data.
- Transition programs feedback via surveys
- Professional Development Plans (PDPs)
- Teaching and Learning programs (reference to personal and social capabilities and PDHPE outcomes)

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.