

Strategic Improvement Plan 2021-2024

Castle Cove Public School 3919



School vision and context

School vision statement

Castle Cove Public School promotes a vibrant, inclusive learning community with a culture of excellence that builds all students' strengths and capabilities, preparing them to meet the challenges of a rapidly changing world. We aim to develop in our students the ability to act with integrity and to thrive emotionally, mentally, spiritually and physically.

School context

Castle Cove Public School, founded in 1952, is located in a quiet, leafy suburb situated on a peninsula on the north shore of Sydney. The school environment is warm and welcoming with well-resourced learning areas, spacious grounds and excellent sporting facilities.

With enrolment numbers around 430, the school enjoys the diversity that a range of ethnic backgrounds brings and are proud of the harmony that exists across the school community. Approximately 34% of our students have a language background other than English and 20% require some level of English as an additional language or dialect (EAL/D) support. No students identify as Aboriginal or Torres Strait Islander. Our students come from a range of socio-economic backgrounds, where families engage closely with their children's learning.

Castle Cove community values and appreciates a rich and stimulating learning environment in which students can feel safe, valued and respected. There is a deep commitment to the development of values and life-long learning skills in our students. High quality learning programs are differentiated to meet the needs of all students who are generally enthusiastic about and engaged in their learning. Extra-curricular opportunities such as band, dance, debating, science, robotics, Earth Kids and leadership enable our students to experience and excel in areas of interest.

Castle Cove PS is a member of the North Harbour Learning Community along with Chatswood PS, Mowbray PS and Chatswood HS. As a community of schools, the sharing of resources, educational, leadership and welfare practices of each school, ultimately benefits students, families and staff of each school across all areas of operation.

The school greatly appreciates a high level of parental support through funding for additional resources, active involvement in classrooms and contribution of their skills and expertise to other areas of school life.

Staff members engage in continual development of their professional practice, which aligns to best practice and DoE or school identified targets.

Through our situational analysis, involving students, staff and parents, we have identified high-level areas for improvement, which will be outlined in this Strategic Improvement Plan. Through analysis of NAPLAN results, the school has identified system negotiated target areas in Reading and Numeracy to be achieved by 2022-2023.

The school will work in partnership with strategic support specialists to co-diagnose the specific areas of numeracy and build the improvement capacity of the school in specific outcome areas of numeracy.

From our situational analysis it is evident that there is a need to improve our current data driven practices, including whole school management of data and supporting teachers in meaningful data analysis to inform planning for quality differentiated instruction.

A dedicated instructional leader will work with the teams to support in developing collaborative teaching and learning programs that embed assessment and are driven by

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School context

effective analysis of student performance data. We are continuing to develop consistency around our whole school formative and summative assessment practices and teacher judgement. We will continue to embed ongoing formative assessment in our collaborative teaching and learning programs.

Close consultation with the school community established that further emphasis on social and emotional development and fostering positive relationships in and across the school was highly desirable and responsible for better student engagement and learning outcomes.

The school is establishing a number of initiatives to address these identified areas including focus groups with students to further understand their needs so they feel challenged and engaged in order work at their full potential.

Strategic Direction 1: Student growth and attainment

Purpose

To develop our data practices across the school so that student learning in Reading and Numeracy is maximised and informs planning of programs that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Increase by 8% from the school's system-negotiated target baseline the proportion of students in Years 3 and 5 achieving in the top two bands of NAPLAN reading

Target year: 2023

Increase of at least 3.3% from the school's system-negotiated target baseline in the proportion of Years 5 students achieving expected growth in NAPLAN reading

Target year: 2022

Increase by 8.7% from the school's system-negotiated target baseline the proportion of students in Years 3 and 5 achieving in the top two bands of NAPLAN numeracy

Target year: 2023

Increase of at least 5.8% from the school's system-negotiated target baseline in the proportion of Year 5 students achieving the expected growth in NAPLAN numeracy

Initiatives

Professional Learning- Literacy and Numeracy

Improve effective classroom practice through a professional learning focus on explicit teaching practices, formative assessment and the literacy and numeracy progressions.

- High impact professional learning on the use of the literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning
- Instructional leader to support stage teams to collaboratively develop innovative class programs that are driven by effective analysis of student performance data and that improve the quality of teaching and learning across the school
- Authentic assessment practices that embed the use of literacy and numeracy progressions and further develop consistency of teacher judgement around student skill acquisition
- Engage in partnership with Strategic Support Specialists to build teacher capacity in teaching numeracy

(Aligns with What Works Best: Collaboration, Explicit Teaching, Use of Data, Assessment)

Data Driven Practices

Develop effective strategies and processes for data collection and analysis, and ensure findings are used to inform collaborative planning of teaching programs and teacher practice.

- High-impact professional learning in collection and analysis of data, and its use in designing future learning for students on a whole class, group or individual basis
- Qualitative data undertaken from Instructional Learning Rounds within the North Harbour Community of Schools is used to strengthen elements of, and offer feedback about, teacher practice

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable assessment and continuous tracking of student progress and achievement.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that leads to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

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

School data shows that student progress and achievement is equal to or greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit, evidence-based teaching practices on student performance? Are teachers collaborating to evaluate, reflect and adapt practice?

Data: Analysis of the following data sources will guide the school's future directions:

- NAPLAN data
- Phonics Check-in
- AGAT data

Strategic Direction 1: Student growth and attainment

Initiatives

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to gather meaningful data which is then analysed to show student progress and evaluate growth over time

(Aligns with What Works Best: Collaboration, Use of Data, Assessment, Effective Feedback)

Evaluation plan for this strategic direction

- Educcheck data
- Plan 2 Literacy and Numeracy data
- Internal grade assessments
- PM Benchmarks
- Student PLPs
- EAL/D - student progress through scales
- SEF SaS

Analysis: Regular review of these data sources will provide clarity about progress for this strategic direction.

- Each term, examine relevant data from multiple sources, triangulating and analysing results to draw conclusions about progress and impact of initiatives
- Engage whole staff in regular discussion of elements and themes of the School Excellence Framework and What Works Best
- Provide opportunities for whole staff and executive team to celebrate achievements and reflect on next steps as the school works towards achieving excellence in student growth and attainment

Implications: If the school is to successfully deliver ongoing, measured improvement in student progress and achievement, it is key that teachers understand the relationship between meaningful data analysis and successful planning for literacy and numeracy that addresses student needs. Looking forward, this teacher buy-in is the real challenge for the school's leadership team and requires careful, strategic professional learning plans.

Strategic Direction 2: Collective Efficacy

Purpose

To develop a school culture where teachers work together to ensure students grow in their learning by sharing evidence-informed teaching practices and collaborative planning of quality classroom programs that are explicit, evidence-based and that cater for the learning needs of all students.

Improvement measures

Target year: 2024

To be recognised as excelling in Curriculum (Learning Domain) of the School Excellence Framework.

Target year: 2024

To be recognised as excelling in Learning and Development (Teaching Domain) of the School Excellence Framework.

Initiatives

Collaboration-Teaching and Learning Programs

Strengthen teacher programming practices through collaborative planning

- Instructional leader to support stage teams to collaboratively develop innovative class programs that are driven by research about what works best, and that improve the quality of teaching and learning across the school
- Development of whole school programming templates for each key learning area to assist teachers in collaborative planning of quality units of work that are based on syllabus outcomes and embed best practice, including clear learning intentions, success criteria and learning adjustments
- Whole school focus on the explicit teaching of comprehension strategies and vocabulary development to improve reading outcomes for all students
- Whole school focus on working mathematically components of the syllabus and on the explicit teaching of problem strategies

(Aligns with What Works Best: Collaboration, Explicit Teaching, Effective Feedback, High Expectations)

Building Teacher Capacity- Effective Classroom Practice

Build teacher capacity and improve classroom practice through a whole school focus where effective teaching methods are identified and promoted, with highest priority given to evidence-based teaching strategies.

- Engage in development of professional practice through classroom observation between classes and grades and shared teacher expertise
- Broaden school perspectives in what works best in classroom practice through participation in Instructional Learning Rounds undertaken within the North Harbour Community of Schools

Success criteria for this strategic direction

The school's curriculum provisions support high expectations for student learning. The curriculum is enhanced by learning alliances with other schools.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all adjustments lead to improved learning for all students.

The school has processes in place to support teachers in evaluating the effectiveness of teaching and learning programs and their delivery.

Teacher walk through classroom observations show that students have a clear understanding of what they are learning, what they are expected to know, and can monitor their own learning and set future goals.

Evaluation plan for this strategic direction

Question: Are teachers working together to achieve common goals through the sharing of evidence-informed practices, knowledge and problem-solving? Is this collaborative practice supporting student achievement and growth?

Is the collaboration frequent and ongoing as part of a school culture that promotes and values the sharing of ideas and advice in encouraging ways?

Have the Instructional Learning Rounds and internal school classroom observations supported teachers in reflecting on their own practices in relation to what works best in classroom delivery?

Data: Analysis of the following data sources will guide the school's future directions:

- NAPLAN Data

Strategic Direction 2: Collective Efficacy

Initiatives

- Professional Learning in elements of effective literacy blocks K-6 that focus on explicit teaching of reading, comprehension, phonemic awareness and vocabulary building.
- Engage in partnership with Strategic Support Specialists to build teacher capacity in teaching numeracy, specifically number sense and place value

(Aligns with What Works Best: Collaboration, High Expectations, Explicit Teaching, Effective Feedback, Classroom Management)

Evaluation plan for this strategic direction

- PLAN 2 Literacy and Numeracy Data
- Internal grade assessments
- BM Benchmarks
- Student PLPs
- EAL/D- student progress through scales
- SEF SaS
- Survey Data
- Teacher Programs

Analysis: Regular review of these data sources will provide clarity about progress for this strategic direction.

- Each term, examine relevant data from multiple sources, triangulating and analysing results to draw conclusions about progress and impact of initiatives
- Engage whole staff in regular discussion of elements and themes of the School Excellence Framework, What Works Best and the Australian Professional Teaching Standards?
- Provide opportunities for whole staff and executive team to celebrate achievements and reflect on next steps as the school works towards achieving excellence in effective collaboration and teaching practice

Implications: To truly develop a school culture where collaborative practice is highly valued, is frequent and on-going, teachers must be provided with time and opportunities to engage with each other. As the ultimate aim is to cater for the learning needs of all students, there must be a commitment to learning from and with each other about how this is best done. Sharing evidence-based research about what works best and adopting effective approaches, tapping into strengths both within and outside the school to support change, and upskilling teachers in planning and delivery are key to success.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To develop healthy, resilient, responsible students with the ability to build strong and respectful relationships, and who feel emotionally and intellectually engaged in their learning.

Improvement measures

Target year: 2022

Students attending school more than 90% of the time increases by 4% or more from the school's system-negotiated target base-line.

Target year: 2024

To be recognised as excelling in Wellbeing (Learning Domain) of the School Excellence Framework.

Initiatives

Attendance

Improve attendance rates through closer monitoring of reasons for absences to determine whether an action needs to be initiated.

- Assign a member of the executive team to track student attendance daily and monitor justification of absences
- Engage learning and support team to case manage students who are identified as having an attendance rate below 80%, providing strategies to support these students and families, where necessary

(Aligns with What Works Best: Wellbeing and Learning Culture & Wellbeing (Learning Domain, SEF).

Challenge and Engagement with Learning

Develop a culture of high expectations, where students feel engaged with and challenged in their learning in order to develop their potential.

- Establish student focus groups in Years 4-6 to investigate student perceptions around challenge in learning (TTFM survey), high expectations and what increases their engagement with the learning
- Establish further opportunities (surveys, evaluations, informal chats, SRC meetings, suggestions) for the development of student voice to encourage students to feel connected to their learning and the school
- Assist teachers to make appropriate adjustments to student learning through professional learning of the HPGE policy
- Redirect disengaged students, displaying negative

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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

Effective partnerships in learning with students and parents mean students are motivated to deliver their best and continually improve.

The school has implemented evidence-based change to whole school practices resulting in measurable improvements in well-being and engagement to support learning.

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.

Evaluation plan for this strategic direction

Question: Does our strategic and planned approach to wellbeing support every student to connect, thrive, succeed and learn? Are students engaging in learning and appropriately challenged?

Data: Analysis of the following data sources will guide the school's future directions:

- Tell Them From Me data
- Data from student surveys, evaluations, SRC meetings minutes

Strategic Direction 3: Wellbeing and Engagement

Initiatives

- behaviour patterns, into sports or other structured programs of interest that offer opportunity for them to learn appropriate ways to manage and resolve conflict
- In partnership with the wider school community, implement or refresh programs, including Bounce Back and URStrong, that promote resilience and social and emotional learning, and which offer common strategies and language to be used both at school and at home

(Aligns with What Works Best: Wellbeing, and Learning Culture and Wellbeing (Learning Domain, SEF).)

Evaluation plan for this strategic direction

- Parent forums and focus groups
- Sentral notifications (behaviour)
- LaST minutes and referrals
- Attendance records

Analysis: Regular review of these data sources will provide clarity about progress for this strategic direction.

- Each term, examine relevant data from multiple sources, triangulating and analysing results to draw conclusions about progress and impact of initiatives
- Engage whole staff in regular discussion of elements and themes of the School Excellence Framework and What Works Best
- Provide opportunities for whole staff and executive team to celebrate achievements and reflect on next steps as the school works towards achieving excellence in student wellbeing and engagement