Strategic Improvement Plan 2021-2025

Curl Curl North Public School 3925

School vision and context

School vision statement

Our vision is to foster a continuous 'love of learning' for all students through our school's learning dispositions; collaboration, creativity, resilience, accountability and motivation. We will ensure that diverse learning opportunities are created through engaging community partnerships within a safe, nurturing and respectful environment. We will collaborate to develop and enhance creative and challenging teaching and learning programs enabling success for every student through the use of dynamic, evidence-based, data-informed, future-focused teaching practices. We aim to empower all students to become confident, adaptable, self-directed and successful learners prepared to thrive and successfully engage in a rapidly changing world.

School context

Curl Curl North Public School is an inclusive and innovative school located on the Northern Beaches of Sydney with a student enrolment in 2022 of 733 students. The school culture strongly focuses on learning and providing enjoyable and challenging educational opportunities and experiences for all students, focusing on differentiation, data-driven pedagogy and strong community connections. Approximately 23% of students have a language background other than English, and 7% require some level of EAL/D (English as an Additional Language or Dialect) support. The school has a small number of students who identify as having an Aboriginal or Torres Strait Islander background.

The learning spaces at Curl Curl North Public School can be adapted to accommodate various learning modes and technologies, providing students with choice in where and how they learn, with teachers supporting more student-centric approaches to better prepare our learners for the future workforce.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a number of initiatives to support on-going school improvement.

The school is committed to continually improving classroom practice to ensure explicit, differentiated and responsive learning opportunities for all students. High-impact professional learning will increase teacher capacity in data collection and analysis and will ensure that collective pedagogical practice is informed by research, thereby maximising student growth and achievement. Continued implementation of Visible Learning practices, including an emphasis on effective feedback, will ensure that students understand what they are learning and what they need to do to improve.

The school will continue to refine and enhance the use of evidence-based co-teaching approaches to maximise student learning and engagement within our ILEs. High impact professional learning will increase teacher capacity to use student-centred learning approaches and learner agency, both of which contribute to increased student motivation, learning and engagement. These practices will be further enhanced by formal coaching and mentoring opportunities for teachers to ensure ongoing development and improvement.

There will also be a focus on positive wellbeing and relationships. Systems will be developed to promote positive behaviour for learning within our Innovative Learning Environments (ILEs). Practices that promote positive respectful relationships and value student voice will be implemented in order to foster connectedness and feelings of belonging, both of which are essential for wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Numeracy growth
Achieve by year: 2023

- All students in Years 3-6 are able to demonstrate numeracy growth over the year, using PAT-Maths as a key data point.
- All students in Years K-2 are able to demonstrate growth in number and place value over the year, using the learning progressions.

Reading growth
Achieve by year: 2023

- All students in Years 3-6 are able to demonstrate reading growth over the year, using PAT-Reading as a key data point.
- All targeted students in Years 3-6 are able to demonstrate growth in reading fluency over the year, using the learning progressions.
- All students in Years K-2 are able to demonstrate growth in phonic knowledge over the year, using the learning progressions.

Data Skills and Use and Assessment
Achieve by year: 2025

An increase in the school's self-assessment in the School Excellence Framework elements of 'Data Skills and Use' and 'Assessment' to Excelling.

Initiatives

Differentiation in Curriculum Provision

Implement a whole-school approach that ensures the most effective evidence-based teaching strategies are used to optimise learning progress for all students, across the full range of abilities.

- Embed and expertly use Visible Learning practices including effective feedback to ensure explicit, differentiated and responsive learning opportunities for all students.
- High impact professional learning on the High Potential and Gifted Education policy to differentiate the curriculum effectively and ensure appropriate talent development.
- Literacy and numeracy professional learning and collective pedagogical practice are informed by research such as What Works Best (WWB) - Centre for Education Statistics and Evaluation (CESE), The High Impact Professional Learning (HIPL) model and the National Literacy and Numeracy Learning Progressions.
- Identify, model and promote, effective teaching methods through HIPL, Instructional Leadership (IL), peer observations and learning walks.
- Monitor students' learning improvement longitudinally to ensure continued challenge and maximise learning.

Data-Informed Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Implement systematic whole-school processes for data collection and analysis to evaluate student learning over time.
- Develop teacher capacity in assessment and data concepts through HIPL and IL coaching to ensure they can effectively analyse, interpret and extrapolate data.
- Expertly use student assessment data to reflect on

Success criteria for this strategic direction

- Teachers employ evidenced-based effective teaching strategies and provide explicit, specific and timely formative feedback related to defined success criteria. *(Curriculum, Effective Classroom Practice, Instructional Leadership)*
- Teaching and learning programs are dynamic and show evidence that they are adjusted to address individual student needs, informed by analysis of student progress and achievement data. *(Curriculum, Assessment Data Skills and Use, Effective Classroom Practice)*
- All teachers collect and effectively analyse valid and reliable data to inform planning, identify interventions and modify teaching practice. *(Data Skills and Use, Assessment)*
- The school uses data to inform collective decisions about student learning at individual, group and whole-school levels. *(Assessment, Reporting, Instructional Leadership)*
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data. *(Student Performance Measures)*

Evaluation plan for this strategic direction

Question

What has been the impact of using effective-evidence based teaching practices, on student performance across the full range of abilities?

What has been the impact of implementing systematic whole school processes for data collection and analysis on student learning?

To what extent has teacher capacity in assessment and data concepts improved teachers' ability to reflect on and modify their practice in response to student need?

Data

The school will use the following data sources to regularly

Strategic Direction 1: Student growth and attainment

Initiatives

teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and Numeracy PLAN2 data
- Internal measures including; PAT-R, PAT-M, Reading Benchmarking, formative assessments.
- SEF SaS
- Teacher feedback e.g. surveys/focus groups
- Teaching and learning programs
- Learning Walks/Observations

Analysis

Analysis of the data will be embedded within the initiatives and activities and will involve:

- regular review of the data sources to monitor implementation and progress towards improvement measures,
- triangulation of data, including quantitative and qualitative, internal and external data, to ensure reliability,
- regular professional discussion around the School Excellence Framework (SEF), WWB document and current published peer-reviewed research,
- Professional dialogue focusing on monitoring and assessing student progress and achievement and reflecting on teaching effectiveness to determine the extent to which the purpose and improvement measures have been achieved.

Implications

The school will regularly analyse the data to provide clarity of future school planning and guide the ongoing improvements to maximise student learning outcomes.

Strategic Direction 2: Innovative Teaching and Learning Practices

Purpose

In order to prepare our students with the skills and capabilities to thrive in a rapidly changing world, we will develop and sustain effective and collaborative teaching practices within our new Innovative Learning Environments (ILEs) to enhance student-centric approaches to learning and foster future-focused skills and dispositions that maximise learning.

Improvement measures

Achieve by year: 2025

- Increase the percentage of students who report being interested and motivated in their learning on the student *Tell Them From Me* survey with an uplift of 10%.
- Increase the mean score within the Technology driver of student learning on the teacher *Tell Them From Me* survey with an uplift of 10%.
- Increase the percentage of students who strongly agree or agree that they use the Curl Curl North Learning Dispositions to help them learn on the student *Tell Them From Me* survey with an uplift of 10%.

Achieve by year: 2025

- All teachers are involved in coaching and/or mentoring opportunities with instructional leaders and/or subject-specific pedagogical experts.
- Increase the mean score within the Leadership and Collaboration drivers of student learning on the teacher *Tell Them From Me* survey with an uplift of 8%.

Initiatives

Innovative Practice

The school will trial, evaluate, refine and share innovative or evidence-based, future-focused practices to equip students with appropriate learning skills and dispositions that maximise learning.

- Embed and expertly apply a range of evidence-based co-teaching approaches to maximise teacher development and student learning and engagement through a variety of learning modes in innovative learning environments (ILEs).
- High impact professional learning on student-centred learning approaches and learner agency to promote increased student motivation, learning and engagement.
- Implement a whole-school process to teach and assess student learning dispositions that promote metacognitive skills, engagement with, and deep understanding of the learning process.
- Develop teacher capacity to effectively and expertly integrate a variety of technologies into lessons through high impact professional learning, modelling of practice and sharing of expertise.

Collaborative Professionalism

Develop and implement explicit systems to facilitate collaborative professional learning practices that increase teacher collective efficacy and drive on-going, school-wide improvement in innovative teaching practices and student results.

- Implement systems to enable formal coaching and mentoring opportunities for teachers to ensure the ongoing development and improvement of all teachers.
- Design high impact, collaborative and applied professional learning to facilitate innovative, transformational changes in practice.
- Embed a consistent and structured approach to identify, measure and evaluate the impact of

Success criteria for this strategic direction

- Innovative practices are trialed with processes in place to evaluate, refine and scale success. *(Learning & Development)*
- Technology that supports learning is available and expertly integrated into lessons by teachers. *(School Resources)*
- Teachers model and share a flexible repertoire of strategies for the promotion of student engagement and responsibility for learning. *(Effective Classroom Practice)*
- Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modeling of effective practice and the provision of specific and timely feedback between teachers. *(Learning and Development)*
- Formal mentoring or coaching by expert teachers ensures the development and improvement of all teachers and aspiring leaders. *(Learning and Development)*
- The leadership team establish a professional learning community that is focused on continuous improvement of teaching and learning *(Educational Leadership)*

Evaluation plan for this strategic direction

Question

- Which evidence-based future-focused practices and/or technologies were trialled, evaluated, refined and/or shared?
- To what extent did these practices or technologies impact student motivation, learning, engagement and metacognition?
- What explicit systems have been implemented to facilitate collaborative professional learning practices?
- To what extent have these explicit systems increased teacher collective efficacy, innovative teaching practices and student learning outcomes?

Strategic Direction 2: Innovative Teaching and Learning Practices

Initiatives

professional learning on teacher learning, teaching practice and student progress and achievement.

Evaluation plan for this strategic direction

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:

- Teaching and learning programs
- Student work samples
- Learning walks/observations
- Tell Them From Me survey data
- Teacher feedback e.g. surveys, focus groups
- Student feedback e.g. surveys, focus groups (including student to teacher feedback to support reflection on teaching practice)
- Professional learning planning documents, minutes and evaluations.
- Performance and Development Plans (PDPs)
- Coaching and mentoring timetables??

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The school will regularly analyse the data to provide clarity of future school planning and guide the ongoing improvements to maximise student learning outcomes.

Strategic Direction 3: Relationships and Belonging

Purpose

In order to promote positive wellbeing for all students so they can connect, succeed, thrive and learn, we will implement and evaluate evidence-based practices and processes to ensure educational provision for all. These practices and processes will enhance optimum conditions for student learning and wide-spread positive, respectful relationships where learning is informed by sound holistic information in consultation with parents and carers.

Improvement measures

Achieve by year: 2025

- Increase the mean score on 'Inclusive School' on the parent *Tell Them From Me* survey with an uplift of 5%.
- Increase the percentage of teachers reporting classroom systems for Positive Behaviour for Learning (PBL) as 'in place' on the PBL Self Assessment Survey (SAS) with an uplift of 10%.

Wellbeing
Achieve by year: 2023

- Increase the mean score on 'Students with a positive sense of belonging' on the student *Tell Them From Me* survey with an uplift of 3% from the 2020 baseline.
- Increase the mean score on 'Advocacy at School' on the student *Tell Them From Me* survey with an uplift of 3%.

Attendance (>90%)
Achieve by year: 2023

- Increase the proportion of students attending >90% of the time with an uplift of 4.9%.

Initiatives

Positive Respectful Relationships

Embed a school learning culture of inclusivity, respectful relationships and effective partnerships in learning with aspirational expectations of learning progress and achievements for all students.

- Identify and promote effective partnerships in learning through regular communication, engagement and collaboration with parents about all aspects of the teaching and learning cycle.
- Systems will be developed to embed Positive Behaviour for Learning (PBL) practices in our Innovative Learning Environments (ILEs) to promote optimal conditions for learning.
- Analyse whole-school wellbeing data to monitor respectful relationships across the school and to inform responsive changes in practice.
- Ensure processes are in place for all students to access and fully participate in learning, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs and in consultation with parents.

Well-being and Belonging

Practices that foster a sense of belonging and value student voice will be implemented in order to promote positive wellbeing.

- Formal processes will be introduced and monitored to ensure every student has regular opportunities to meet with an identified staff member for advice, support and assistance.
- Identify, model and promote evidence-based strategies and programs that support student wellbeing and belonging.
- Review and refine extra-curricular opportunities in consultation with students and parents, to ensure they reflect student interest and where possible, are student-driven.

Success criteria for this strategic direction

- Students and parents understand assessment approaches used in the school and their benefits for learning. *(Assessment)*
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. *(Reporting)*
- Teachers involve students and parents in planning to support learning, and share expected outcomes. *(Curriculum)*
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for students learning across the whole school. *(Wellbeing)*
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. *(Wellbeing)*
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. *(Wellbeing)*
- The school is recognised as excellent and responsive by its community because it effectively and equitably caters for all students. *(Educational Leadership)*

Evaluation plan for this strategic direction

Question

- What evidence-based changes to whole-school practices have been implemented to promote positive wellbeing?
- To what extent have these changes resulted in improvements in positive relationships, wellbeing and partnerships?
- What actions have been taken to enhance parent collaboration, consultation and understanding of

Evaluation plan for this strategic direction

student learning?

- To what extent have these actions resulted in improved relationships and partnerships with 'parents in learning'?

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:

- Tell Them From Me - Parent, Student and Teacher data
- Positive Behaviour for Learning (PBL) data,
- Parent data including; surveys, attendance at information sessions and data analytics on engagement with digital communication.
- Data from school assemblies e.g. student messages relating to PBL or Wellbeing
- Student Learning Plan meeting minutes
- Learning and Support meeting minutes
- School Positive Behaviour for Learning (PBL) data
- Learning Walks
- Teaching Programs including adjustments and individual learning goals where applicable
- Professional Learning agendas
- Extra-curricular activities
- Attendance data

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The school will regularly analyse the data to provide

Strategic Direction 3: Relationships and Belonging

Evaluation plan for this strategic direction

clarity of future school planning and guide the ongoing improvements to maximise student learning outcomes.